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ABSTRACT

This language arts curriculum guide for grades 10-12 begins with a statement of the language arts goals of knowledge, skills, and values to be addressed in each section. The instructional components are sequenced according to objectives, and most of them are keyed to present resources in the Shawnee Mission (Kansas) school district. The following components are covered: sentence organization, paragraph organization, composition organization, parts of speech, sentence analysis, colons and semicolons, capitalization, utilizing language as a means for expanding and ordering, paragraph development, metaphor, revising notes, figurative language, and vocabulary development Also included in this document are specifications for criterion-referenced testing related to the instructional components. (TS)

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ED116192

SENIOR HIGH ENGLISH

- SEQUENCING AND KEYING OF LANGUAGE ARTS SCOPE AND SEQUENCE
- TEST SPECIFICATIONS FOR CRITERION-REFERENCED TESTING
- ACHIEVEMENT-AWARENESS RECORD

CS 202 373

DON ROBERTS, DIRECTOR
LANGUAGE ARTS

SHAWNEE MISSION PUBLIC SCHOOLS
SEPTEMBER 1975

SENIOR HIGH SCHOOL

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SHAWNEE MISSION PUBLIC SCHOOLS

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ON SEQUENCING AND KEYING...

Curriculum development is a continuous process. To be successful the process must seek teacher involvement, understanding, and dedication to the goals of the process as related to district instructional goals. The reader is encouraged to review the INTRODUCTION of the Shawnee Mission Language Arts Scope and Sequence for a summary of purpose in the study and evaluation of Language Arts.

This sequencing and keying is both an elaboration and refinement of the summative goals and instructional components contained in the original Scope and Sequence. Teachers participating in a summar workshop (1975) took the summative knowledge and skill goals for grades 3, 6, 9, and 12 and combined them into a single summative goals statement. Next, they took the summative instructional components and sequenced the components. It should be noted, however, that the sequenced components are not to be considered discrete and inflexible. The sequenced components are meant to represent a logical progressive set of experiences according to difficulty. Any use of the components should be relative to student need.

Workshop participants began keying the sequenced components to district resources. Time would not permit completion of this task, but it is hoped that the format for keying is such that teachers may continue the keying process throughtout the school year and share their work with other district teachers.

Beginning each section with a statement of the Language Arts Goals of Knowledge, Skills, and Values, the procedure has been to extract most Instructional Components in the area of knowledge and skills, sequencing them according to objectives, and key most of them to present district resources.

An explanation of the present structure can generally be said to proceed from the general to the specific. Starting with broad goals, a linear representation contains these elements for Composition and the other areas of LASS.
Goal ⟶ Component ⟶ Sub-Component ⟶ Base Objective ⟶ General Objective ⟶ Appropriate Resources.

The above system was selected as being appropriate to the materials referred to by the committee. It is hoped that the classification will simplify the instructional process, and that teachers will select those elements from the material which they regard as priority achievements for their students.

Teachers who participated in the Sequencing and Keying Workshop (1975) were:

Roy Gunter	*Northwest*	*Everett Rees*	*East*
Susan Oestreicher	*South*	*Frank Robertson*	*North*
Jim Phillips	*West*	*Syd Stoeppelwerth*	*East*

The above were selected by their respective area language arts committees to participate in the workshop.

Don Roberts, Director of Language Arts, and Dave Wolfe, Director of Social Studies/Unified Studies, wish to express their appreciation to the teachers who participated in the workshop for the excellent job that was done. It is hoped that all educators in the district will make a concerted effort to acquaint themselves with the sequenced statements and keyed resources, will continue to refine these statements, in practice, to meet the needs of students, and will continue to provide meaningful input for continued curriculum development.

Donald R. Roberts

September 1975

SHAWNEE MISSION SCHOOLS
COMPOSITION 10-12
SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

LEVEL 10-12

Knowledge

THE STUDENT SHOULD KNOW that the essential elements of writing are integral parts of the total composition.

Skills

THE STUDENT SHOULD BE ABLE TO use written language to convey ideas and information, to express feelings, and to shape experience. He/she should select a style and organization appropriate to the purpose of the communication and suitable for the audience.

Values

THE STUDENT SHOULD VALUE composition as a means of understanding himself/herself and others and should appreciate the skillful blending of forms and content by effective writers.

Instructional Component

SENTENCE ORGANIZATION A

Sub-Component 1. Correct ineffective and run-on sentences

Base Objective: Given a written passage and/or word groups, the students can identify and correct sentence fragments and run-on sentences.

General Objectives:

a. Given a written passage, the student can distinguish between fragments and complete sentences.
b. Given a written passage, the student can correct fragments.
c. Given a written passage, the student can recognize run-on sentences.
d. Given a written passage, the student can correct run-on sentences.

Sub-Component 2. Write sentences with unity, logical thought, and proper subordination

Base Objective: Given a written passage, the student can identify and improve upon sentences that lack unity, logical thinking, and correct subordination.

General Objectives:

a. Given sentences lacking subordination or containing excessive detail, the student can identify and correct them by relating unrelated ideas and/or by eliminating unnecessary detail.
b. Given sentences, the student can identify and correct those which make incomplete and illogical comparisons and those which are awkward, obscure, or confused.
c. Given short, choppy sentences, the student can combine them into longer units in which the lesser ideas are properly subordinated.
d. Given sentences in which coordination is improperly used, the student can revise each sentence, subordinating the less important ideas.
e. Given sentences in which the main thought is incorrectly positioned or in which subordination is thwarted by the use of coordinating conjunctions, the student can make the necessary revisions.

RESOURCES:

Warriner's English Grammar and Composition Chapter 11
Blumenthal, English 2200, Unit 8, Section 53-54, English 2600, English 3200
Warriner, Building Better English
Composition: Models and Exercises, Chapter 7
Voices, 2, 3, and 4 (Ginn & Company)
Harbrace Handbook of English, Chapters 2 and 3 (pp. 22-64)

Sub-Component 3. Correct misplaced modifiers, non-parallel structure, tense changes, and needless shifts in point of view.

Base Objective: Given sentences, the student can identify and correct those which have misplaced or dangling modifiers, are nonparallel in structure, and/or contain needless shifts in point of view.

General Objectives:

a. Given sentences, the student can identify and correct misplaced modifiers by either moving the modifier and/or changing the modifier.
b. Given sentences, the student can identify and correct dangling modifiers and dangling elliptical clauses or phrases.
c. Given sentences in which structures are not appropriately parallel, the student can make the necessary revisions.
d. Given sentences, the student can identify and correct needless shifts in point of view: tense, mood, subject, voice, person, or number.

RESOURCES: Warriner's English Grammar & Composition Chapter 14, pp. 230-238
Blumenthal, English 2200, 2600, 3200

Instructional Component

PARAGRAPH ORGANIZATION B

Sub-Component 1. Write paragraphs developed by such methods as identification, example, comparison/contrast, classification, cause and effect, and definition.

Base Objectives:*

General Objectives:*

Sub-Component 2. Write descriptive and/or narrative paragraphs:

a. Use spatial movement: general to specific or specific to general
b. Use consistency in objectivity or subjectivity
c. Use specific detail
d. Use consistency in point of view

Base Objective: Descriptive Paragraph

The student will be able to write a descriptive paragraph according to the following criteria:

General Objectives:

a. It will be spatial in movement; i.e., it must move from either general setting to specific focus or from specific focus to a general setting.
b. It must include language appropriate to description, i.e., concrete and sensory detail.
c. It must be intentionally objective or intentionally subjective in presentation (both may be used, but aimless alteration will be considered unacceptable).
d. It must be written from a particular point of view; i.e., the writer must be viewing what he sees from either:
   1. a particular location, or
   2. a moving location
e. If the description is of the subjective "personal experience" type, the paragraph must be organized as follows:
   1. begins with a general impression which is then expanded through specific details, or
   2. begins with specific details, creating an impression which is stated at or near the end.

*Base Objective and General Objectives have not been developed at this time.

f. The student will be able to describe something, moving from entirety to specific element or from specific element to the entirety.
g. The student will be able to state a general impression and clarify it with details, or present details that create a general impression that is expressed at the end of the paragraph.
h. The student will be able to distinguish between a paragraph written subjectively and a paragraph written objectively, be able to identify words which add to the subjectivity of either paragraph, and state the attitude of the author of the subjective paragraph.
i. Given a paragraph, the student will be able to underline or list the sensory details.
j. Given statements characterized by abstract words the student will be able to rewrite the statement using concrete details.
k. Given a person, place, or object, and a suggested spatial movement (left to right, top to bottom, etc.), the student will list details or write a paragraph presenting details in the order that they would be covered according to that movement.
l. The student will be able to locate in a given paragraph, transitional words, especially those of movement (e.g., next, in front of her, above that, beyong that, inside).
m. Given a paragraph, the student will be able to identify the author's spatial point of view or criticize an inconsistent point of view.

Base Objective: Narrative Paragraph

The student will be able to write a narrative paragraph, either summarized or dramatized, according to the following criteria:

General Objectives:

a. It will be made up primarily of details.
b. Generalizations will be introduced chiefly to furnish background or to point up the significance of an occasional details or scene.
c. The movement will be mostly chronological.
d. The action will be summarized -- i.e., a great deal of action condensed into a short space or dramatized -- i.e., the reader is brought into the action -- or feels that he is (especially autobiography or biography). Action may be given very fully, conversation may be quoted, the thoughts of the central figure in the action may be disclosed, setting of incident may be fully given, aftermath details may be provided, anecdotes or allusions may be used to explore the implications of what is being narrated.
e. The student will be able to list the steps of any process in chronological order.
f. The student will be able to connect and thereby clarify a chronological sequence by adding transitional words.
g. Given a summary of an action, the student will be able to write a dramatization of that action.
h. Given a dramatization of an action, the student will be able to write a summary of that action.
i. Write a summarized, dramatized or combined (summarized and dramatized) narrative paragraph according to the criteria stated in the general goal.

RESOURCES: Composition: Models and Exercises series

Warriner's: Ch. 217

Base Objective: Expository Paragraph

The student will be able to recognize and know how and when to write a paragraph developed by one of the following methods:

1. Identification
2. Examples
3. Comparison and Contrast
4. Classification
5. Cause and Effect

6. Definition

General Objectives:

a. The student will be able to write and/or recognize a paragraph developed by means of Identification. (Identification is preliminary to the definition of a subject.)
b. The student will be able to write and recognize a paragraph developed by means of example (includes facts and illustration).
c. The student will be able to write and recognize a paragraph developed by means of comparison and contrast. (This type of development sets forth the points of resemblance and difference between two or more entities-objects of places or people or groups of ideas.)
d. The student will be able to write and recognize a paragraph developed by means of classification.
e. The student will be able to write and recognize a paragraph developed by cause and effect.
f. The student will be able to write and recognize a paragraph developed by means of definition (formal or informal).
g. Given a list of topics and a list of the methods of expository paragraph development, the student will be able to select the method of development which would be most appropriate for such topic.
h. Given several paragraphs developed by various methods of paragraph development, the student will be able to recognize the method of paragraph development used in each.

RESOURCES: Warriner, Ch. 21 (pp. 312-343)
Reading the Textbook, Payne
Tactics in Reading
Writing Themes about Literature, Edgar V. Roberts (esp. Chps. 2,6,8,15)

Base Objective: Discursive Paragraph

The student will be able to write a discursive paragraph -- either inductively organized or deductively organized -- according to the following criteria:

1. Deductive paragraph will begin with either a generalization which is followed by details or less general statements.
2. Inductive paragraph will begin with a detail which is followed by other details until a generalization or main point is made.

General Objectives:

a. Given several short paragraphs, the student will determine whether they are inductively or deductively organized.
b. Given a generalization, the student will be able to write several details to support it.
c. Given several details, the student will be able to write a generalization that might be drawn from them.
d. The student will be able to write a deductive or inductive paragraph.

A Base Objective for above Sub-Components will be developed at a later date as the Composition Section is extended.

Instructional Component

COMPOSITION ORGANIZATION C.

Sub-Component 1. Write introductory paragraphs which include a statement of purpose, scope and limitation, procedure, thesis, and significance as these items apply to the subject matter. (Background information and acknowledgment of other sources should also be included where applicable.)

2. Write developmental paragraphs which follow the organizational plan set up in the introductory paragraph (refer to previous section).

3. Write unified, coherent papers of description and narration.

RESOURCES: Warriner's English Grammar and Composition Chapter 22, "Espository Writing" pp. 344-379
Composition: Models and Exercises series
Writing Themes about Literature, Edgar V. Roberts (2nd edition), Prentice-Hall
Sheridan Baber, The Practical Stylist
Strunk, White, The Elements of Style (Complete)

Instructional Component

COMPOSITION TECHNIQUES D.

Sub-Component 1. Use each of the following in developing an effective style:

Skills

a. Semantics
b. Persuasion
c. Diction
d. Point of view
e. Comparisons
f. Authentic voice
g. Coherence
h. Mood
i. Intonation
j. Rhythm
k. Figurative language

Sub-Component 2. Choose from the following creative forms the one(s) which best convey(s) the feeling he/she wishes to express:

a. Myth
b. Fanciful tale
c. Fable

Sub-Component 3. Give shape and understanding to his/her own past experience by writing the following:

a. Monologue
b. Dialogue
c. Description
d. Narration
e. Essay expressing a general idea supported by facts
f. Imaginative writing

Sub-Component 4. Write in such a way that his/her audience visualizes the scenes that the writer describes, understands the situation which the author discusses, responds according to the writer's desires concerning mood and attitude, and appreciates the writer's point of view.

GENERAL RESOURCES: Sheridan Baber, The Practical Stylist
Strunk, White, The Elements of Style

SHAWNEE MISSION SCHOOLS

STUDY OF LANGUAGE

SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

LEVELS 10-12

Knowledge

STUDENT SHOULD KNOW how language functions as a means of effective communication.

Skills

THE STUDENT SHOULD BE ABLE to communicate effectively and correctly according to generally accepted conventions of the technical aspects of language.

Values

THE STUDENT SHOULD VALUE language as a symbolic process which has both practical and aesthetic potential.

Instructional Component

PARTS OF SPEECH (Nouns) A.

Sub-Component 1. Use parts of speech to communicate a thought, idea or feeling correctly and effectively

Base Objective: Given nouns, the student can identify them as proper and common nouns.

General Objectives:

a. Given nouns, the student can tell each time he hears a word that names one certain (specific) person. These will be proper nouns.
b. Given nouns, the student can tell each time he hears a word that names one certain (specific) kind of thing.
c. Given nouns, the student can tell each time he hears a word that names one certain (specific) place.

Base Objective: Given nouns, the student can identify them as concrete and abstract nouns.

General Objectives:

a. Given nouns, the student can tell each time he hears a word that names something that he either cannot see or cannot touch. These will be abstract nouns.
b. Given nouns, the student can tell each time he hears a word that names things he can see or touch (concrete nouns).

Base Objective: Given nouns, the student can identify them as simple, compound, and phrasal nouns.

General Objectives:

a. Given nouns, the student can tell each time he hears a word that names two things within it (compound nouns). Example: bookcase-- book and case
b. Given nouns, the student can tell each time he hears a word that has two words within it (compound nouns).
c. Given nouns, the student can tell each time he hears a title that is made up of more than one word (phrasal nouns).

Base Objective: Given words and endings, the student can recognize the (signal) endings or derivational suffixes which classify the words as nouns.

General Objectives:

a. Given words, the student can indicate which are nouns and what the noun endings are.
b. Given word endings, the student can indicate which ones are noun endings (derivational suffixes).

Base Objective: Given singular (or plural) nouns, the student can identify and supply the plural (or singular) forms.

General Objectives:

a. Given nouns, the student can tell each time he hears a word that names more than one person or thing.
b. Given a singular (or plural) word, the student can tell what the plural (or singular) form is.
c. Given nouns, the student can identify the singular nouns.
d. Given singular (or plural) nouns, the student can write the plural (or singular) forms.
e. Given a singular noun, the student can write the plural form.

Base Objective: Given singular and plural nouns, the student can identify and supply the possessive forms.

General Objectives:

a. Given a noun referrent, the student can tell what the appropriate possessive noun is.
b. Given nouns within phrases, the student can tell which ones are possessive nouns.
c. Given simple nouns, the student can write the possessive form for each.
d. Given simple, compound, and phrasal nouns, the student can write the possessive form of each.

Instructional Component

PARTS OF SPEECH (Pronouns)

Sub-Component 2.

Base Objective: Given sentences and instructions, the student can identify and supply personal, (personal) possessive, demonstrative, interrogative, and indefinite pronouns.

General Objectives:

a. Given incomplete sentences in which the personal pronouns are omitted, the student can complete the sentences.
b. Given incomplete sentences in which personal pronouns in the possessive form are omitted, the student can complete the sentences.
c. Given sentences containing personal pronouns, the student can identify the pronouns in each.
d. Given sentences containing different types of pronouns, the student can identify the pronouns.
e. Given incomplete sentences in which the first person pronouns have been omitted, the student can supply the appropriate pronouns.
f. Given sentences containing noun possessives, the student can substitute the appropriate pronoun possessives.
g. Given sentences, the student can identify each pronoun and specify what type it is.
h. Given instructions, the student can give examples of different types of pronouns.

Base Objective: Given sentences, the student can identify and supply pronouns when given their antecedents and can make pronouns and antecedent agree in number.

General Objectives:

a. Given sentences containing pronouns, the student can tell what the pronoun referrents are.
b. Given sentences with underlined pronouns, the student can identify the antecedents.
c. Given sentences containing underlined pronouns, the student can identify the antecedent for each pronoun.
d. Given a sentence and a choice of two possessive pronouns to complete the sentence, the student can select the pronoun that agrees in person and number with its antecedent.
e. Given sentences, the student can identify pronouns and their antecedents.
f. Given sentences, the student can identify pronouns and their antecedents and can indicate whether the antecedents agree in number with their pronouns.

Sub-Component 3. Parts of Speech (Adjectives)

Base Objectives: Given adjectives, the student can identify them as common or proper adjectives.

General Objectives:

a. Given nouns described by proper adjectives, the student can identify the proper adjective (which tells what kind).
b. Given sentences containing underlined adjectives, the student can identify the proper adjectives.

Base Objective: Given adjectives, incomplete sentences, or other stimuli, the student can identify and/or supply descriptive and definitive adjectives as the situation demands. Definite adjectives are: demonstrative, pronominal, indefinite, quantitative, and the articles.

General Objectives:

a. Given a set of words, the student can tell which word in each set is a descriptive word.
b. Given an incomplete sentence and a choice of two descriptive or definite adjectives to complete the sentence, the student can tell which adjective should be used.
c. Given a noun, the student can supply adjectives to describe the noun.
d. Given incomplete sentences requiring descriptive adjectives, the student can supply descriptive adjectives to complete the sentences.
e. Given model sentences containing descriptive adjectives used in varying positions, the student can substitute different descriptive adjectives in the place of those already used in the sentence.
f. Given sentences containing underlined adjectives and questions which adjectives customarily answer, the student can identify the question each adjective answers.
g. Given written sentences, the student can identify the types of definitive adjectives contained in the sentences.

Base Objective: Given words and endings, the student can recognize the (signal) endings which classify the words as adjectives.

General Objectives:

a. Given words, the student can indicate which are adjectives and what their adjective endings are.
b. Given word endings (derivational suffixes), the student can indicate which ones are adjective endings.

Instructional Component

PARTS OF SPEECH (Adverbs)

Sub-Component 4.

Base Objective: Given adverbs, incomplete sentences, or other stimuli, the student can identify and supply modal adverbs that express negation, affirmation or assertion, and/or doubt and probability.

General Objectives:

a. Given a set of modal adverbs, the student can tell which one means "yes" (affirmation).
b. Given a set of modal adverbs, the one means "no" (negation).
c. Given sentences in which modal adverbs are used, the student can differentiate between adverbs expressing affirmation, negation, and doubt and probability.
d. Given sentences containing modal adverbs, the student can idendity the adverbs.
e. Given sentences containing modal adverbs, the student can identify the adverbs and place them in the appropriate categories.
f. Given incomplete sentences, the student can supply specified modal adverbs to complete the sentences.

Base Objective: Given lists of adverbs or incomplete sentences, the student can identify and supply time, location, manner, and degree adverbs.

General Objectives:

a. Given a set of words, the student can tell which word does (or does not) tell <u>how</u> (adverbs of manner).
b. Given directions involving time concepts (adverbs denoting time), the student can follow directions.
c. Given pictures and questions involving location concepts (adverbs denoting place), the student can answer the questions correctly.
d. Given directions involving location concepts (adverbs denoting directions), the student can follow directions.
e. Given sentences using degree adverbs, the student can identify the meaning of the sentences.
f. Given a sentence without adverbs, the student can add words which tell when, where, or how.
g. Given incomplete sentences, the student can supply adverbs of manner to complete the sentences.
h. Given model sentences containing underlined adverbs of manner used in varying positions, the student can construct sentences patterned after the models, employing their own adverbs of manner.
i. Given sentences containing underlined adverbs, the student can identify the question each answers.

Instructional Component

PARTS OF SPEECH (Comparison Forms)

Sub-Component 5.

Base Objective: Given adjectives and adverbs the student can identify and supply comparative and superlative forms.

General Objectives:

a. Given objectives within sentences, the student can write the comparative and superlative degrees of those adjectives.
b. Given a choice of degree adjectives within the context of a sentence, the student can select the correct one.
c. Given adjectives, the student can supply the comparative and inferior forms (showing diminution of quality or quantity).

Base Objective: Given adverbs, the student can identify and supply comparative and superlative forms.

General Objectives:

a. Given a choice of degree adverbs within the context of a sentence, the student can select the correct one.
b. Given adverbs within sentences, the student can write the comparative and superlative degree of each adverb.
c. Given adverbs, the student can supply the comparative and inferior forms (showing diminution of quality or quantity).

Instructional Component

PARTS OF SPEECH (Verbs)

Sub-Component 6.

Base Objective: Given words or sentences, the student can identify and supply action verbs.

General Objectives:

a. Given a set of words, the child can tell which word does (or does not) say what someone can do.
b. Given sentences, the child can identify those that tell him to do something.
c. Given a sentence which omits the action verb, the student can supply the missing verb.
d. Given a paragraph containing simple past tense verbs, the student can identify them.

Note to teacher: An action verb is defined as one which expresses physical action. Verbs which express a less visible or audible action, a mental rather than physical action (i.e., to understand, to forget, to be, to seem, to look) express no action at all, but are used in identifying or describing people and things.

Base Objective: Given verbs and sentences, the student can identify and supply the copulative (BE and sensory) verbs.

General Objectives:

a. Given verbs, the student can identify the BE verbs.
b. Given sentences, the student can identify the BE verbs.
c. Given sentences, the student can identify the sensory verbs.
d. Given verbs, the student can identify the copulative verbs (BE and sensory).
e. Given an incomplete sentence, the student can supply a copulative verb to complete the sentence.

Base Objective: Given sentences, the student can identify auxiliary verbs including modal auxiliaries.

General Objectives:

a. Given sentences, the student can identify the modal auxiliaries: may, can, might, could, would, should, ought, must.
b. Given sentences, the student can identify the auxiliary verbs: shall and will; have, had, and has; do and did; can and may; must; would and should
c. Given sentences, the student can identify the auxiliary verb BE.

Base Objective: Given regular and irregular verbs, the student can identify and supply the parts of the verbs.

General Objectives:

a. Given present infinitive verbs that are irregular, the student can supply the past and past participle forms.
b. Given incomplete sentences and present infinitive verbs that are irregular, the student can supply the specified verb form: past or past participle.
c. Given the present participle of verbs, the student can supply the appropriate verb forms. The principal parts are: present infinitive and third-person present.
d. Given the infinitive form of verbs, the student can supply the appropriate verb forms. The principal parts are: present, past, and past participle.
e. Given one of the principal parts of a regular or an irregular verb, the student can write the other four principal parts, identify all five parts by name, and state whether the verb is regular or irregular.
f. Given sentences with verbs underlined, the student can name the part of the verb contained in the sentence and then rewrite the sentence using the other three principal parts. The four principal parts are: (3rd person) present, past, present participle, and past participle.

Instructional Component

PARTS OF SPEECH (Prepositions)

Sub-Component 7.

Base Objective: Given prepositions, the student can classify them according to form and meaning.

General Objectives:

a. Given prepositions, the student can identify simple and phrasal prepositions.
b. Given prepositions in phrases, the student can match the preposition to its meaning.

Base Objective: Given sentences and other stimuli, the student can identify and supply interjections.

General Objectives:

a. Given interjections within context of sentences, the student can identify the interjections.
b. Given situational descriptions, the student can provide interjections that would serve as appropriate (logical) response to the situations.

Base Objective: Given conjunctions and sentences, the student can identify and/or supply conjunctions according to their meaning.

General Objectives:

a. Given a list of conjunctions, the student can classify them according to meaning.
b. Given incomplete sentences, the student can supply the specified conjunctions.

Base Objective: Given definitions of parts of speech, the student can identify and/or supply the corresponding terms.

General Objectives:

a. Given definitions and terms for the parts of speech, the student can match definition to term.
b. Given definitions of the parts of speech, the student can supply the appropriate terms.

Instructional Component

SENTENCE ANALYSIS (Subjects and Predicates)

Sub-Component 8.

Base Objective: Given simple active-voice sentences, the student can identify simple, compound and complete subjects and predicates.

General Objectives:

a. Given simple sentences, the student can identify complete subjects and complete predicates.

b. Given a simple sentence, the student can identify the simple subject (noun, noun phrase or pronoun) and simple predicate (verb).
c. Given a simple sentence, the student can identify both the verb and the complete predicate.
d. Given simple sentences, the student can identify compound subjects (nouns, noun phrase, or pronouns).
e. Given sentences, the student can identify compound predicates (verbs only).

RESOURCES:

Warriner's English Grammar and Composition, Chps. 1,2 pp. 3-34
English 2200, 2600, 3200
Plain English Handbook pp. 38-52 (72 ed.)
Building Better English
Guide to Modern English (Useful glossary of terms)
Usage Handbook - Scott Foresman

Instructional Component

SENTENCE ANALYSIS (Verbs and Complements) B.

Sub-Component 1. Demonstrate an ability to utilize various correct forms and structures of sentences in communication effectively

Base Objective: Given sentences or incomplete sentences, and one or more of the following functions of sentence components: transitive and intransitive verbs, object complements, predicate or subjective complements the student will be able to identify components which fulfill certain functions within sentences, and be able to complete or generate sentences using one or more of those components.

Note: Object complements include direct objects and indirect objects. Predicate (subjective) complements include predicate adjectives and predicate nouns.

General Objectives:

a. Given incomplete sentences containing transitive verbs, the student can complete the sentence by supplying direct objects.
b. Given incomplete sentences containing linking verbs, the student can complete the sentences by supplying predicate complements.
c. Given incomplete sentences containing intransitive verbs, the student can complete the sentences by supplying adverbs.
d. Given linking verbs and transitive verbs in sentences the student can identify the transitive verbs.
e. Given a sentence in which a transitive verb is used, the student can identify the verb and the direct object.
f. Given a sentence containing a transitive verb, the student can identify the verb, the direct object, and the indirect object.
g. Given verbs in sentences, the student can identify intransitive verbs (both linking verbs and complete verbs) and predicate complements.
h. Given linking verbs, the student can use the verbs to write sentences containing predicate adjectives and predicate nouns.
i. Given a verb which can be used either as an intransitive or as a transitive verb, the student can identify its transitive usage within a sentence and can identify direct object.
j. Given a list of verbs, the student can generate a sentence for each verb and can label verbs and their complements.

Sub-Component 2. Sentence Analysis (Objective Complements)

Base Objective: Given an active-voice sentence, the student can identify and supply the objective complement adjective or noun which completes the action expressed in the verb and refers to the direct object). Given a particular verb he can also generate sentences containing an objective complement and interpret such sentences.

Sub-Component 3. Sentence Analysis (Adverbial Objects)

Base Objective: Given an active-voice sentence, the student can identify and supply adverbial objects (a noun or noun phrase used as an adverb). Note: Indirect objects are sometimes classed as adverb objects. In this collection, they are treated separately.

General Objectives:

a. Given sentences, the student can identify regular adverbs and adverbial objects.
b. Given verbs and nouns, the student can write sentences using adverbial objects.

Sub-Component 4. Sentence Analysis

Base Objective: Given sentences, the student can identify specified types of subjects and objects: common noun, pronoun, proper noun, or common noun with determiner.

General Objectives:

a. Given sentences, the student can identify pronoun subjects and objects and noun subjects and objects.
b. Given sentences, the student can identify indefinite and definite articles (determiners used with nouns).
c. Given sentences, the student can identify types of pronouns used as subjects and objects.

Sub-Component 5. Sentence Analysis (Patterns)

Base Objective: Given simple active-voice sentences or sentence patterns, the student can identify or produce sentences that conform to the basic patterns and can label the elements of the patterns. The six basic patterns in English are:

1.	N - V	(Subject - Verb)
2.	N - LV - N	(Subject - Linking Verb - Predicate Complement)
3.	N - LV - Adj.	(Subject - Linking Verb - Predicate Complement)
4.	N - V - N	(Subject - Verb - Direct Object)
5.	N - V - N	(Subject - Verb - Indirect Object - Direct Object)
6.	N - V - Adv.	(Subject - Verb - Adverb)

General Objectives:

a. Given sentences, the student can identify the sentence patterns.
b. Given a sentence pattern, the student can write a sentence to conform to it.
c. Given the six basic sentence patterns, the student can construct six different sentences, each patterned after one of the six basic English sentence patterns. The six basic patterns are: noun verb; noun linking verb-noun; noun-verb-noun; noun-linking verb-adjective; noun-verb-adverb; noun-verb-noun-noun.

Sub-Component 6. Sentence Analysis (Varied Patterns)

Base Objective: Given inverted-order sentences, sentence beginning with expletives (there and here), questions, and commands, the student can identify the subjects and verbs.

General Objectives:

a. Given an inverted-order sentence, the student can identify the subject and verb.
b. Given sentences beginning with there and here, the student can identify the subjects and verbs.
c. Given sentences that are questions or commands, the student can identify the subject and verb of each sentence.

Sub-Component 7. Sentence Analysis (Verb Tense)

Base Objective: Given verbs or active voice sentences, the student can identify and generate verbs in the simple and compound (perfect) tenses, making person and number agree.

General Objectives:

a. Given incomplete sentences, the student can tell what the omitted verb is, in correct tense (simple tenses) and in person and number agreement.
b. Given incomplete sentences, action pictures, and verbal descriptions of the actions depicted, the student can supply the omitted verb in its correct tense (simple tenses), person, and number.
c. Given a choice of irregular verbs in the simple past and present perfect tense and given incomplete sentences with tense signals, the student can select the verb form (tense) that agrees in person and number with the subject of each sentence.
d. Given irregular verbs in the present infinitive and given incomplete sentences, the student can supply the simple past, present, present perfect, and past perfect forms to complete the sentences.
e. Given irregular and regular verbs in the present infinitive and given incomplete sentences, the student can supply the correct simple or compound form of the verb to complete the sentence. (Signal words for tenses are given within the sentences.)
f. Given incomplete sentences with tense signals and given one irregular verb, the student can supply the correct form of the

verb in each sentence (tense and agreement).

g. Given incomplete sentences with tense signals, the student can supply the correct form of BE (tense and agreement in each sentence).
h. Given the present infinitive of a verb and a simple sentence which lacks a verb, the student can supply the verb in the specified tense (tense and agreement).

Sub-Component 8. Sentence Analysis (Verb Voice)

Base Objective: Given verbs and sentences, the student can identify voice and sentence elements and can convert active (or passive) voice to passive (or active) voice. The student can also classify a verb according to tense, voice, and type (transition or intransitive).

General Objectives:

a. Given active and passive voice sentences, the student can identify sentence elements by meaning: actors and receivers of action.
b. Given active voice sentences, the student can identify the sentence elements and can change the sentences to passive voice.
c. Given passive voice sentences, the student can identify the sentence elements and can change the sentences to active voice.
d. Given transitive and intransitive verbs, the student can select the transitive verbs and can write passive voice sentences.
e. Given a group of sentences, the student can identify active and passive voice.
f. Given a paragraph with all verbs underlined and numbered, the student can classify each verb by indicating its tense, its voice, and its type (transitive or intransitive).

Sub-Component 9. Sentence Analysis (Noun Function)

Base Objective: Given sentences, the student can identify nouns and the function of each within a sentence and can supply nouns to complete sentences.

General Objectives:

a. Given sentences containing nouns in the nominative, objective, and possessive cases, the student can identify the case of each noun.
b. Given sentences, the student can identify the noun subjects of each.
c. Given sentences, the student can identify the predicate nouns used in them.
d. Given sentences which contain noun phrases as direct objects, the student can identify the direct object nouns.
e. Given sentences which contain nouns as indirect objects, the student can identify the indirect objects.
f. Given sentences containing noun appositives, the student will identify the word with which each one is in apposition.
g. Given sentences, the student will identify the function of the specified nouns contained therein.
h. Given sentences, each requiring completion with a noun, the student can provide an appropriate noun to complete each sentence and can name the function of the noun.

Sub-Component 10. Sentence Analysis (Pronoun Function)

Base Objective: Given sentences, the student can identify pronouns and the function of each within a sentence and can identify and supply the appropriate case form of these pronouns.

General Objectives:

a. Given incomplete sentences which include a choice of pronouns in different cases, the student can select the pronoun in the correct case form to complete the sentence.
b. Given sentences, some of which contain an incorrect pronoun form, the student can identify the ungrammatical sentences and write them correctly, using the reflexive pronoun.
c. Given sentences, the student can identify the functions of specific pronouns therein as subject, direct object, indirect object, predicate pronoun, possessive adjective, object of a preposition, or appositive to a noun.
d. Given a paragraph with pronouns used correctly and incorrectly, the student will identify the pronouns, correct them, and classify them according to case.

Sub-Component 11. Sentence Analysis (Adjective and Adverb Function)

Base Objective: Given sentences, the student can identify modifiers (adjectives and adverbs), words modified, and the function of each within a sentence. He can also supply modifiers in sentences and can write sentences containing modifiers.

General Objectives:

a. Given a sentence orally, the student can provide modifiers (adjectives and adverbs) to make the sentence more descriptive.
b. Given sentences, the student can identify all the noun modifiers within the sentences; these noun modifiers will include adjectives, possessive nouns, and pronouns.
c. Given sentences, the student can identify each adjective, the noun it modifies, and can check which of the following questions it answers: what kind? which one? how many?
d. Given sentences containing adjectives, the student can rewrite each sentence, substituting more specific adjectives for the ones given.
e. Given sentences, the student can identify all the adverbs within the sentences.
f. Given sentences, the student can identify the adverbs and the words they modify.
g. Given sentences containing underlined adverbs, the student can identify the words modified, their usage in the sentence (part of speech), and the function of the adverbs.
h. Given instructions, the student can write sentences containing adverbs of manner and of place.
i. Given incomplete sentences, each containing a choice between an adjective and an adverb to complete the sentence, the student can select the correct words to complete them.

Sub-Component 12. Sentence Analysis (Prepositions)

Base Objective: Given sentences, the student can identify prepositional phrases, the components in each, and the function of each phrase within a sentence. He can also write sentences using prepositional phrases.

General Objectives:

a. Given sentences containing prepositional phrases, the student can identify each prepositional phrase and its components.
b. Given sentences containing adverbials, the student can identify the adverbials as either adverb or prepositional phrases.
c. Given a list of prepositions, the student can write sentences using a different preposition in each.
d. Given sentences, the student can identify each preposition, the entire prepositional phrase and the function of each phrase within the sentence.

Note: A preposition can function in two ways:

1. introducing a phrase which will act as an adjective
2. introducing a phrase which will act as an adverb

Sub-Component 13. Sentence Analysis (Interjections)

Base Objective: Given sentences, the student can identify the interjections and correctly punctuate the sentences. He can also write sentences containing interjections.

General Objectives:

a. Given a set of unpunctuated sentences containing interjections, the student can identify the interjections and supply the correct punctuation for each sentence.
b. Given instructions, the student can write sentences containing interjections and can correctly punctuate the sentences.

Sub-Component 14. Sentence Analysis (Verbals)

Base Objective: Given verbs and sentences, the student can identify and supply verbals (in isolation or within sentences). He can also identify the components of the verbal phrase, their functions and the function of the phrase within the sentence.

General Objectives:

a. Given sentences containing infinitives, the student can identify the infinitives.

b. Given sentences containing gerunds, the student can identify the gerunds.
c. Given sentences containing participles, the student can identify the participles.
d. Given sentences containing verbals, the student can identify each of the verbals as gerund, participle, or infinite, can state its component parts, the function of each part and the function of the verbal in the sentence.
e. Given a verb, the student can write three sentences, each containing a verbal: infinitive, gerund, and participle, can underline the verbal phrase and label its components.

Sub-Component 15. Sentence Analysis (Compound Sentences)

Base Objective: Given coordinating conjunctions and sentences, the student can compound elements within a simple sentence and can compound sentences. He can also identify the elements of such compound structures.

Note: 1. The coordinating conjunctions are: and, or, nor, but, and for.

2. Coorelative coordinate conjunctions are: both and; either - or; neither - nor; whether - or; not only - but also.

General Objectives:

a. Given an oral sentence and a choice of conjunctions, the student can tell what word is needed to complete the sentence.
b. Given two simple sentences orally, the student can tell what word is needed to join the sentences.
c. Given a pair of simple sentences which contain like structures, the student can write a new simple sentence compounding the like structures by using either and, or, or but, and can name the functions of the compounded structures.
d. Given a pair of simple sentences, the student can join them with coordinating conjunctions to form a compound sentence.
e. Given a set of compound sentences, the student can (1) identify the independent clauses in each sentence and (2) identify the coordinating conjunction which connects them.

Sub-Component 16. Sentence Analysis (Compound Sentences)

Base Objective: Given conjunctive adverbs and sentences, the student can compound the sentences using correct punctuation. He can also identify words modified by conjunctive adverbs and can distinguish between this type of conjunction and other types of conjunction. The conjunctive adverbs are words that join independent clauses but act also as adverbs: however, hence, still, otherwise, consequently, moreover, etc.

General Objectives:

a. Given a list of conjunctive adverbs and pairs of simple sentences, the student can compound the sentences.
b. Given compound sentences in which coordinating conjunctions are used, the student (1) can substitute conjunctive adverbs for the conjunctions and (2) can correctly punctuate the new sentence.
c. Given compound sentences, the student can identify sentence elements and can tell what words are modified by the conjunctive adverbs.

Sub-Component 17. Sentence Analysis (Complex Sentences)

Base Objective: Given subordinating conjunctions and sentences, the student can write complex sentences containing dependent clauses (adjective and adverb). He can also identify in various ways, such complex structures and their components. The subordinating conjunctions include: subordinating conjunctions that connect a dependent adverb clause and an independent clause; these conjunctions do not serve as modifiers (e.g. if, unless, since, as if, provided that, etc).

General Objectives:

a. Given oral sentences containing subordinating conjunctions, the student can demonstrate his understanding of the subordinate concepts by responding correctly to questions.
b. Given a pair of sentences and a list of subordinating conjunctions, the student can combine the pair into a complex sentence using a conjunction.

c. Given more than two sentences and a list of subordinating conjunctions, the student can combine the pair into a complex sentence using conjunctions.
d. Given a pair of sentences, the student can combine the pair into a complex sentence using a subordinating conjunction.
e. Given a list including both kinds of subordinating conjunctions, the student can write complex sentences.
f. Given complex sentences containing comparisons, the student can identify the words implied in the elliptical adverb clause.
g. Given two noun phrases and a specified comparative form (as or than), the student can write a complex sentence which compares the two noun phrases.

Base Objective: Given subordinating words other than subordinating conjunctions and given sentences, the student can write complex sentences containing dependent clauses (adjective and noun). He can also identify such complex structures, their functions, and their components.

Note: 1. Relative pronouns introduce adjective clauses.

2. Interrogative adjectives, interrogative adverbs, interrogative pronouns, and expletive (introductory) conjunctions introduce noun clauses.

General Objectives:

a. Given an incomplete sentence and a choice of subordinating words in oral presentation, the student can demonstrate his understanding of subordinate concepts by selecting the correct word to complete the sentence.
b. Given a set of noun clause models and a list of introductory words for noun clauses, the student can write original sentences, each containing a clause whose form is equivalent to a specified model.
c. Given a set of noun clause functions (subject, predicate nominative, direct object, object of preposition, appositive) and a group of sentences which contain noun clauses, the student can classify each noun clause in terms of its function.
d. Given interrogative adjectives, adverbs, and pronouns, and expletive conjections, the student can write complex sentences containing noun clauses.
e. Given a pair of sentences and a list of relative pronouns, the student can combine the pair into a relative pronoun.
f. Given relative pronouns, the student can use the pronouns to write complex sentences containing adjective clauses.
g. Given complex sentences containing subordinating words other than subordinating conjunctions, the student can identify noun and adjective clauses, their components, and their functions.

Base Objective: Given complex sentences, the student can identify dependent clauses and can analyze clause components and functions within sentences.

General Objectives:

a. Given a complex sentence containing a relative adverb, the student can convert the adverb to a prepositional phrase(s) and can identify the kind of dependent clause introduced by the adverb.
b. Given complex sentences, the student can identify dependent clauses, their components, and their functions.

Sub-Component 18.

Base Objective: Given verbs and simple or complex sentences, the student can identify mode and can convert one sentence mode to another mode. The modes of verbs are: Indicative, Imperative, and Subjunctive.

General Objectives:

a. Given sentences in different modes, the student can identify the modes.
b. Given sentences in indicative mode and in subjective mode, the student can identify sentence mode and explain its meaning.
c. Given a present infinitive verb, the student can supply the subjunctive forms.
d. Given the verb be, the student can list three primary uses of subjunctive mode and give examples using be forms.

Sub-Component 19.

Base Objective: Given sentences, the student can identify and analyze simple, compound, complex, and complex-compound sentences and use of conjunctions. He can also expand simple sentences into one of the other forms.

General Objectives:

a. Given a set of sentences, the student can designate each sentence as simple, compound, or complex and state the reason for his designation. In the case of a compound or complex designation, the student will write the two simple sentences of which the expanded sentence is comprised.
b. Given a set of sentences, the student can state whether the sentence is simple, compound, complex, or compounded-complex; and state the reasons for his identification.
c. Given a group of simple sentences, the student can expand each of them into a compound sentence, a complex sentence, or a compound-complex sentence.
d. Given a group of sentences containing conjunctions, the student can identify them as coordinating, correlative coordinating, or subordinating.

   Coordinating conjunctions are single words which join words or word groups of equal rank; correlative coordinating conjunctions are paired conjunctions; subordinating conjunctions join dependent clauses to independent clauses.
e. The student can write sentences demonstrating the use of the three types of conjunctions and label the type used in each sentence.

Sub-Component 20. Sentence Analysis (Sentence Identification - Types)

Base Objective: Given sentences, the student can identify and produce different types of sentences. The types are: imperative, declarative, interrogative, and exclamatory.

General Objectives:

a. Given different kinds of sentences, the student can tell which sentences say to do something (imperative).
b. Given different kinds of sentences, the child can tell which sentences ask questions (interrogative).
c. Given a spoken sentence, the student can state whether it is declarative, imperative, exclamatory, or interrogative.
d. Given written sentences, the student can identify declarative sentences, interrogative sentences, imperative sentences, and exclamatory sentences.
e. The student can write sentences for each of the four sentence types: statement, question, exclamatory, and command.

Sub-Component 21. Sentence Analysis (Fragments)

Base Objective: Given word groups, the student can identify sentences and fragments and can convert the fragments to sentences.

General Objectives:

a. Given word groups, the student can tell which ones are incomplete.
b. Given word groups, the student can supply missing words for fragmentary sentences.
c. Given word groups, some of which contain simple sentences, the student can identify the sentences and the fragments.
d. Given word groups that are not sentences, the student can write simple sentences.
e. Given word groups, some of which contain complex sentences, the student can identify sentences and the fragments.

Sub-Component 22. Sentence Analysis (Varied Word Order)

Base Objective: Given sentences and instructions, the student can vary word order.

General Objectives:

a. Given a set of simple sentences, the student can rewrite the sentences varying the word order of each one.
b. Given a set of complex and compound sentences, the student can rewrite the sentences varying the word order of each one.

RESOURCES:

Plain English Handbook, 287-416
The Art of Styling Sentences
Elements of Style
English 2200, 2600, 3200
Composition - Models & Exercises (see Sentence Skills at end of various lessons).

Instructional Component

TERMINAL PUNCTUATION FOR SENTENCES C.

Sub-Component 1. Use punctuation marks effectively; use consistent and conventional modes of capitalization; demonstrate knowledge of basic spelling rules; and to show evidence of an ability to improve effectiveness in expression by revision of statements of communication.

Base Objective: Given sentences or an assignment, the student can supply the appropriate terminal punctuation: period, question mark, exclamation point, and/or identify the sentence by type--declarative, interrogative, exclamatory, imperative.

General Objectives:

a. Given sentences which require either a period or a question mark, the student can punctuate each sentence correctly.
b. Given an oral sentence, the student can demonstrate his understanding that punctuation aids in translating the meaning of spoken language into written language by writing the sentence and supplying the correct punctuation for the meaning expressed.
c. Given sentences, the student can identify each sentence by type and can supply the end punctuation required by each.
d. Given a written assignment, the student can employ terminal punctuation marks correctly.

Sub-Component 2. Abbreviations

Base Objective: Given abbreviations (or words that can be abbreviated), the student (1) can identify and supply the words or abbreviations and (2) can correctly punctuate abbreviations.

General Objectives:

a. Given a list of names, the student can punctuate titles and initials.
b. Given a list of days of the week, months of the year, and other time designations, the student can write the abbreviations.
c. Given a list of words that are commonly abbreviated, the student can write the abbreviations with the correct punctuation.
d. Given a list of commonly used abbreviations, the student can write the word(s) for which each abbreviation stands.
e. Given numbers in sentences, the student can spell out those numerals that should be so written and should not be numerically abbreviated according to specified rules.

Sub-Component 3. Commas (sentences and quotes)

Base Objective: Given simple sentences and quotations, the student (1) can use commas where required and (2) can identify and use rules that apply to comma usage and (3) can match sentences containing commas to the rules justifying the use of commas in sentences.

General Objectives:

a. Given a set of rules for the use of commas and a set of examples employing commas, the student can match the rule to the example.
b. Given a set of rules for the use of commas, the student can write sentences exemplifying each rule.
c. Given sentences, the student can use commas where needed (1) to set off parenthetical expressions and (2) to make clear those sentence elements that could otherwise be read incorrectly.
d. Given sentences containing various structures requiring commas (direct address, quotations, etc.), the student can use commas where needed.

Sub-Component 4. Commas (simple, complex, and compound sentences)

Base Objective: Given simple, complex, and compound sentences, the student can (1) use commas where required, and (2) identify and use rules that apply to comma usage.

General Objectives:

a. Given a set of sentences containing compound elements and the rules for using commas, the student can supply commas where needed.

b. Given sentences and rules for using commas, some of which contain introductory clauses and phrases, the student can identify those elements that need to be set off by commas.
c. Given sentences containing modifying phrases and clauses and containing appositives, the student can identify the nonrestrictive elements and use commas where needed according to specified rules. (A nonrestrictive phrase could be omitted without changing the meaning of a sentence).
d. Given a set of rules for the use of commas in compound and complex sentences and a set of unpunctuated compound and complex sentences, the student can punctuate the set of sentences correctly and can identify the rule appropriate to each sentence.

Sub-Component 5. Colon and semicolon

Base Objective: Given sentences, the student (1) can use the colon and the semicolon when required and (2) can identify and use rules that apply to colon and semicolon usage.

General Objectives:

a. Given a set of rules for the use of the colon and a set of sentences which require insertion of colons, the student can place each colon properly and identify the rule appropriate to each placement.

Sub-Component 6.

Base Objective: Given sentences, the student can correctly use the apostrophe, the hyphen, quotation marks, parentheses, brackets, underlining, and the dash.

General Objectives:

a. Given sentences, the student can demonstrate his knowledge of the correct use of the apostrophe by employing it in accordance with prespecified criteria. Hyphen, quotation marks, parentheses, brackets, underlining, and the dash.

Sub-Component 7. Capitalization

Base Objective: Given phrases and sentences, the student (1) can capitalize those words which should be capitalized and/or (2) can identify rules that apply to capitalized words.

General Objectives:

a. Given a set of sentences in which the first word is not capitalized, the student can identify those words which should be capitalized.
b. Given a set of sentences containing uncapitalized proper nouns, the student can identify nouns that should be capitalized.
c. Given a set of phrases containing nouns and adjectives that pose special problems in capitalization and five rules to follow, the student can identify those words which should be capitalized.
d. Given uncapitalized phrases or sentences, the student can capitalize all appropriate words in accordance with prespecified criteria.
e. Given the rules for capitalization and a set of sentences which lack capitalization, the student can rewrite each sentence using the appropriate capitalization and can identify the rule for each change by writing in the letter of the rule after the sentence.
f. Given passages which lack capitalization, some of which are quotations and poetry, the student will capitalize the passages in accordance with prespecified criteria.

RESOURCES: Punctuation & Capitalization
English 2200, 2600, 3200 (thorough review in 3200 for good student)
Warriner (complete Chapter 33-34)
Plain English Handbook p. 464-485
Usage File

Spelling
Warriner - (complete) Ch. 37
6 Minutes a Day to Perfect Spelling
Plain Eng. Hand. 684-690
SRA Spelling Lab
Spelling (Cambridge)
Increase Your Vocabulary - Book I (Cambridge)
See Exercises in Various Anthologies
Revision
Warriner Chap. 36
Journalism Texts
How to Say Nothing in 500 Words

Instructional Component D.

Sub-Component 1. Assess a situation and determine a level of usage appropriate to the occasion.

Base Objective: The student will be able to state the theme or themes of a given play and explain how they are developed by the action of the play.

General Objectives:

Note: To be developed.

RESOURCES:
Usage File (Scott Foresman)
Warriner (comp.) Ch. 10
(also defines standard, substandard)
Plain Eng. Handbook 616-624, oral 641-652
Guide to Modern English
A Handbook of Usage by Pooley

Instructional Component

PARAGRAPH DEVELOPMENT E. (Also found in section on Composition in Paragraph Development)

Sub-Component 1. Use this knowledge in order to adapt language to needs for communication and to utilize language as a means for expanding and ordering incidents of personal experience.

Base Objective: The student will be able to recognize and know how and when to write a paragraph developed by one of the following methods:

1. Identification
2. Examples
3. Comparison and Contrast
4. Division
5. Classification
6. Cause and Effect
7. Definition

General Objectives:

a. The student will be able to write and/or recognize a paragraph developed by one of the following methods:
b. The student will be able to write and recognize a paragraph developed by means of example (includes facts and illustration).

RESOURCES:
*See - Composition Techniques under paragraph development (Instructional Component C and following)
Composition: Models & Exercises
Plain English Handbook p. 557-581
See: Plot sections of literature anthologies

Instructional Component E.

Sub-Component 2. Utilizing language as means for expanding and ordering.

Base Objective: Given the opportunity, the student will be able to write and recognize comparative paragraphs. The student will be agle to write and recognize a paragraph developed by means of comparison and contrast. (This type of development sets forth the points of resemblance and difference between two or more entities-objects or places or people or groups of ideas.)

General Objectives:

a. The student will be able to write and recognize a paragraph developed by means of classification.
b. The student will be able to write and recognize a paragraph developed by cause and effect.
c. The student will be able to write and recognize a paragraph developed by means of definition (formal or informal).
d. Given a list of topics and a list of the methods of expository paragraph development, the student will be able to select the method of development which would be most appropriate for such topic.
e. Given several paragraphs developed by various methods of paragraph development, the student will be able to recognize the method of paragraph development used in each.

Sub-Component 3.

Base Objective: The student will be able to write a narrative paragraph, either summarized or dramatized, according to the following criteria: (See following general objectives.)

General Objectives:

a. It will be made up primarily of details.
b. Generalizations will be introduced chiefly to furnish background or to point up the significance of an occasional detail or scene.
c. The movement will be mostly chronological.
d. The action will be summarized -- i.e., a great deal of action condensed into a short space or dramatized -- i.e., the reader is brought into the action -- or feels that he is (especially autobiography or biography). Action may be given very fully, conversation may be quoted, the thoughts of the central figure in the action may be disclosed, setting of incident may be fully given, aftermath details may be provided, anecdotes or allusions may be used to explore the implications of what is being narrated.
e. The student will be able to connect and thereby clarify a chronological sequence by adding transitional words.
f. Given a summary of an action, the student will be able to write a dramatization of that action.
g. Given a dramatization of an action, the student will be able to write a summary of that action.
h. Write a summarized, dramatized or combined (summarized and dramatized) narrative paragraph according to the criteria stated in the general goal.

Sub-Component 4.

Base Objective: The student will be able to write a descriptive paragraph according to the following criteria:

General Objectives:

a. It will be spatial in movement; i.e., it must move from either general setting to specific focus or from specific focus to a general setting.
b. It must include language appropriate to description, i.e., concrete sensory detail.
c. It must be intentionally objective or intentially subjective in presentation (both may be used, but aimless alteration will be considered unacceptable).
d. It must be written from a particular point of view; i.e., the writer must be viewing what he sees from either:
   1. a particular location, or
   2. a moving location
e. If the description is of the subjective "personal experience" type, the paragraph must be organized with a general impression which is then expanded through specific details, or with specific details, creating an impression which is stated at or near the end.

f. Given statements characterized by abstract words the student will be able to rewrite the statement using concrete details.
g. Given a person, place, or object, and a suggested spatial movement (left to right, top to bottom, etc.), the student will list details or write a paragraph presenting details in the order that they would be covered according to that movement.
h. Given a paragraph, the student will be able to identify the author's point of view or criticize an inconsistent point of view.
i. The student will be able to describe something, moving from entirety to specific element or from specific element to the entirety.
j. The student will be able to state a general impression and clarify it with details that create a general impression that is expressed at the end of the paragraph.
k. The student will be able to distinguish between a paragraph written subjectively and a paragraph written objectively, be able to identify words which add to the subjectivity of either paragraph and state the attitude of the author of the subjective paragraph.

Sub-Component 5. Paragraph development (discursive)

Base Objective: The student will be able to write a discursive paragraph--either inductively organized or deductively organized -- according to the following criteria:

General Objectives:

a. Support paragraph will begin with either a generalization which is followed by details or less general statements. (deductive)
b. Climax paragraph will begin with a detail which is followed by other details until a generalization or main point is made. (inductive)
c. Given several short paragraphs, the student will determine whether they are inductively or deductively organized.
d. Given a generalization, the student will be able to write several details to support it.
e. Given several details, the student will be able to write a generalization that might be drawn from them.
f. The student will be able to write a "support" or "climax" paragraph.

Sub-Component 6. Paragraph development: beginning and ending sentences

Base Objective: Given his own paragraph from an essay or other writing assignment, the student can amplify any specified sentence or rewrite any specified sentence according to the teacher's directions to "subordinate" or "co-ordinate." In addition, he will be able to write transition sentences at the beginning or end of paragraphs in order to produce smoothly connected paragraphs.

General Objectives:

a. Given paragraphs (they may be his own) of mixed sequence, the student will be able to analyze the paragraph, identifying the topic sentence as #1 and all succeeding sentences by their level of subordination (2, 3, 4, etc.).
b. Given a short paragraph, the student will be able to add a co-ordinate sentence in a specified place.
c. Given a paragraph, the student will write before the topic sentence: (1) a transitional beginning (T), or (2) an introductory beginning (I).
d. Given two paragraphs, the student will write a transitional ending to the first paragraph leading to the second, and a conclusion to the second paragraph.
e. Given his own paragraph, the student will amplify any specified sentence or rewrite any specified sentence according to the teacher's directions to "subordinate" or "co-ordinate" and to his specification as to the content of the subordination or co-ordination required.

Instructional Component F.

Sub-Component 1. Identify, classify, and manipulate the elements of words and word phrases and to explore how this ability provides a deeper meaning and significance for language.

Base Objective: Given a written passage, the student can identify and improve upon sentences that lack unity, logical thinking, and correct subordination.

General Objectives:

a. Given sentences lacking subordination or containing excessive detail, the student can identify and correct them by relating unrelated ideas and/or by elementing unnecessary detail.
b. Given sentences, the student can identify and correct those which make incomplete and illogical comparisons and those which are awkward, obscure, or confused.
c. Given short, choppy sentences, the student can combine them into longer units in which the lesser ideas are properly subordinated.
d. Given sentences in which coordination is improperly used, the student can revise each sentence, subordinating the less important ideas.
e. Given sentences in which the main thought is incorrectly positioned or in which subordination is thwarted by the use of coordinating conjunctions, the student can make the necessary revisions.

RESOURCES: *See composition fragments and run-ons

Warriner's - Part III
The Art of Styling Sentences
Sentence Skills in Composition: Models & Exercises
Roget's Thesaurus
The Elements of Style

Instructional Component G.

Sub-Component 1. Demonstrate a knowledge of the conventional means of word formations in oral and written work

Base Objective: Given the simple present tense form of a verb, the student will supply the regular or irregular suffix indicating present (progressive) or past tense.

General Objectives:

a. Given a list of verbs which form their past by adding the suffix-ed, the student will write the simple past tense form of the verb.
b. Given a list of verbs which form their past by doubling their final consonant and adding ed, the student will write the simple past tense forms of the verbs.
c. Given a list of verbs which form their past tense by adding-d, the student will write the past tense forms of the verbs.
d. Given a list of verbs which form their past tense by adding-ed to a stem in which y first changed to i, the student will write the past tense forms of the verbs.
e. Given a list of verbs which are irregular in the past tense, the student will be able to write the past tense.
f. Given any verb (regular or irregular), the student will be able to write its past tense.
g. Given any verb which forms the present third person singular by the suffix s, the student will write the verb in the third person singular present.
h. Given any verb ending in ss, sh, ch, or x, the student will write its third person singular present.
i. Given a verb ending in a consonant +y, the student will be able to write its third person singular present.
j. Given sentences, the student will write the progressive tense of each verb by adding the appropriate form of be + v + ing.
k. Given any one syllable verb that forms its -ing form by doubling its final consonant and adding ing, the student will write the -ing form.*
l. Given any verb ending in a consonant + e, the student will write its -ing form.
m. Given any verb, the student will be able to write its -ing form.

Base Objective: Given any noun, the student will be able to write plural form.

General Objectives:

a. Given any noun which forms its plural by adding the suffix s, the student will write the plural form.
b. Given any noun that forms its plural by the suffix es, the student will write the plural form.
c. Given any noun with a final y preceded by a consonant, the student will write the plural form of the noun, replacing the y with i and adding es.
d. Given any noun with a final y preceded by a vowel, the student will be able to write the plural form, -s.
e. Given any noun ending in f or fe, the student will change the f to v and add the plural form, -es.
f. Given any noun which has an irregular plural form, the student will be able to write that plural form.
g. Given any noun whose plural form is the same as the singular, the student will be able to write the plural form.
h. Given an uncountable noun, the student will match the noun to the expression of quantity which is most suitable to that noun.
i. Given a hyphenated compound noun, the student will be able to write the plural form.
j. Given a list of numbers, letters, or abbreviations, the student will write the plural by adding an -s.

Base Objective: Given any noun, the student will be able to write its possessive form.

General Objectives:

a. Given any singular noun not ending in s the student will write the possessive form.
b. Given any plural noun the student will supply its possessive form.
c. Given any singular noun ending in the letter s the student will supply its plural form.
d. Given any noun whose plural form is irregular the student will be able to write the possessive form.
e. Given any root with a prefix, the student will identify the prefix and define it.
f. Given any word made up of a root with a prefix, the student will define the word.
g. Given a list of roots and a list of prefixes, the student will make words by combining the roots and prefixes, then define the words they have made.
h. Given any root with a noun suffix, *the student will be able to identify (1) the part of speech of the root, (2) the part of speech of the new word (root + suffix), and/or (3) define the new word.
i. Given a hyphenated compound noun, the student will be able to write the plural form.
j. Given a list of numbers, letters or abbreviations, the student will write the plural by adding an -s.

Base Objective: Given any noun, the student will be able to write its possessive form.

General Objectives:

a. Given any singular noun not ending in s, the student will write the possessive form.
b. Given any plural noun, the student will supply its possessive form.
c. Given any singular noun ending in the letter s, the student will supply its plural form.
d. Given any noun whose plural form is irregular, the student will be able to write the possessive form.
e. Given any root with a prefix, the student will identify the prefix and define it.
f. Given any word made up of a root with a prefix, the student will define the word.
g. Given a list of roots and a list of prefixes, the student will make words by combining the roots and prefixes, then define the words they have made.
h. Given any root with a noun suffix, the student will be able to identify (1) the part of speech of the root, (2) the part of speech of the new word (root + suffix), and/or (3) define the new word.
i. Given any verb composed of a root with a verb suffix, the student will be able to (1) identify the suffix, (2) give a possible root from which the verb was made, and (3) define the verb.
j. Given a word (that can be made into a verb by adding a verb (suffix), the student will add the proper verb suffix to make it a verb, with or without a list of possible verb suffixes.
k. Given any adjective composed of a noun and an adjective suffix, the student will be able to (1) identify the suffix and root, (2) define the word, (3) give the part of speech of both the original word and its root.
l. Given any noun--with or without a list of selected adjective suffixes -- the student will be able to make an adjective from that noun.
m. Given a root or stem -- with or without a list of adverb suffixes, the student will be able to make an adverb and use it in a sentence, as an adverb.

Additional Base Objective: Given the constituents of a contraction separated or in combination, the student will be able to identify the components of a contraction, or create a contraction.

General Objectives:

a. Given any positive contraction of a pronoun and the appropriate form of the verb be or the auxiliary will, the student will identify the two components of the contraction.
b. Given a set of sentences with a pronoun as the subject and a form of be and the auxiliary will in the predicate, the student will rewrite the sentence using a contraction.
c. Given any negative contracted with the verb be or auxiliary will, or the components that would make up a possible negative contraction, the student will be able to identify the components or combined components to make a contraction.
d. Given sentences containing a form of be or the auxiliary will and the word "not" in the predicate, the student will rewrite the sentence using a contraction.
e. Given sentences containing positive contractions of the verb have or the components that would make up a possible contraction, the student will identify the components or combine components to make a contraction.
f. Given a set of sentences containing positive and negative contractions of a modal + not (e.g., wouldn't) or the components that would make up a possible contraction, the student will identify the components or combine the components to form a contraction.
g. Given a set of sentences containing the constituents of possible contractions, the student will rewrite the sentences using contractions.

Additional Base Objective: Given any word, group of words, or letters which have an abbreviated acronym form, the student will be able to write the abbreviation or acronym or identify its expanded meaning.

General Objectives:

a. Given a list of abbreviations lacking capital letters or periods, the student will rewrite the abbreviations correctly.
b. Given a list of abbreviations formed with an apostrophe, the student will write out the unabbreviated form of the word.
c. Given a list of abbreviations which require just a period, the student will write out the unabbreviated form of the word.
d. Given a list of acronyms lacking capital letters, the student will rewrite the acronyms correctly and identify the words which comprise them.

Additional Base Objective: Given any words which may be compounded (or compound words) the student will be able to compound words, define compound words, and identify their parts.

General Objectives:

a. Given sentences containing compound words, the student will identify the two separate words that form each compound word.
b. Given a list of definitions for specific compound words, the student will supply the word.
c. Given a list of numerals, the student will write them out using a compound word.
d. Given sentences containing unhyphenated compound words which normally have hyphens, the student will identify the compound words and rewrite them correctly.
e. Given a list of words which may be combined with each other in various ways, the student will discover at least three-fourths of the possible compound words.

Additional Base Objective: Given any word, the student will divide it into its syllables and identify the stressed syllables or pronounced letters.

General Objectives:

a. Given an assortment of one and two syllable words, the student will identify the vowels and consonants in each word and tell which vowels are pronounced. (One syllable vowel or consonant should be used to represent a blend or digraph.)
b. Given a list of two syllable words containing both identical and contrasting double consonants, the student will show his understanding of word division by dividing the words into syllables, and labeling the vowels and consonants.

c. Given a list of two syllable words containing consonant blends, the student will identify the consonant blends, and show his understanding of word division for syllabicating words with consonant blends by dividing the words into their syllables.
d. Given a list of two syllable words containing consonant digraphs, the student will identify the consonant digraphs and divide the word into syllables
e. Given a list of one and two syllable words containing diphthongs, the student will state the number of syllables and identify them.
f. Given a list of one and two syllable words containing vowel digraphs, the student will state the number of syllables and identify them.
g. Given a list of words containing prefixes and suffixes, the student will divide the word into its syllables.
h. Given any compound word, the student will divide it into syllables.
i. Given a list of words and a list of the rules of syllabication, the student will divide the words into the syllables and match the rule which applies.
j. Given any multisyllable word, the student will identify the stressed syllable.
k. Given a list of words having from one to three syllables, the student will be able to (1) divide the word into syllables, and (2) place a stress mark over the syllable indicated.
l. Given a list of unfamiliar words divided into syllable marked, the student will be able to pronounce the words properly.
m. Given pairs of sentences with two syllable words whose primary accent shifts according to the part of speech, the student will identify the stressed syllable.
n. Given a list of two-syllable words containing prefixes and suffixes, the student will identify the stressed syllable.
o. Given a list of unfamiliar words containing the suffixes ion, ity, ic, ica, ian, ial, ious, ive, ive, ior, the student will identify the stressed syllable either by placing a stress mark over the syllable or by pronouncing the word.
p. Given a list of words containing the suffix ate, the student will identify the stressed syllable.

RESOURCES:

Improving Reading in Every Class: A Source Book for Teachers- Allyn Bacon-Chapter 11
Tactics in Reading I, II, III
30 Day to a More Powerful Vocabulary
SRA Lab
Sack-Yourman materials
Plain English Handbook pp. 686-692
Six Weeks to Words of Power
Readers Digests (Educational Editions)
Grow In Word Power
Word Clues J, K, L, M
Bergen Evans
Scholastic Scope series
Gaining Sensitivity to Words
(part of Language of Man series)

Instructional Component H

Sub-Component 1. Transmit and interpret both a non-verbal and verbal message with facility appropriate to the experience and development of the student (The committee discerned no objectives for H. We felt, with sources, it becomes an objective).

RESOURCES:

English Handbook of Literature
Tactics-Figurative language and imaginary
Handbook of Poetry
Oral Interpretation by Charlotte Lee
Warriner (comp.) Chapter 19
The Language of Man, Section I

Instructional Component 1

Sub-Component 1. Use effective figurative devices in oral and written expression

Sub-Component 2. Figurative and descriptive language

Base Objective: The student will be able to recognize and write examples of personification.

In personification a writer attributes human characteristics (thoughts, actions, or feelings) to animals, objects, or ideas.

e.g., The grinder seemed to snap ferociously at her hand.

The storm whipped the defenseless houses relentlessly.

Time's cruel hand snatched her away.

General Objectives:

a. Given an object, the student will be able to list human characteristics which might be applied to it.
b. Given an object, the student will write sentences which contain negative and positive personifications of that object.

Base Objective: The student will be able to identify and write a metaphor and simile.

(A metaphor is an implicit comparison between unlike things. It does not use like or as. i.e., one thing is something else.) Example: My heart is a singing bird.

(A simile is an explicit comparison between unlike things, using connectives such as like, as, then, or a verb such as seems.)

General Objectives:

a. Given passages containing figurative language, the student will be able to correctly identify examples of metaphor and simile.
b. Given a word, the student will be able to list things to which the word might be compared.
c. Given a partial simile, the student will complete it.
d. Given a word, the student can list denotations and connotations of that word.
e. Given a set of sentences, the student will rewrite each sentence so that it contains a metaphor.
f. Given a cliche', the student will be able to write an original simile or metaphor which makes the same type of comparison.
g. Given a list of items, student will be able to match them with another list of items having similar qualities.
h. Given topics, the student will be able to write a simile and/or a metaphor which would be appropriate for each.

Base Objective: The student will be able to identify and write descriptive sentences containing alliteration.

Alliteration, as it will be used here, denotes the repetition of the initial sounds of words for purposes of emphasis, rhythm, or mood.

General Objectives:

a. Given sentences containing alliteration, the student will identify the words which are alliterative.
b. Given a noun, the student will supply adjectives to modify the noun, beginning with the same sound.
c. Given an object or person, the student will supply an action (a verb) which begins with the same sound.
d. The student will be able to write a tongue-twister in which each word begins with the same sound.
e. Given sentences with words omitted, the student can supply words which make the sentences alliterative.
f. The student will be able to write descriptive sentences which include onomatopoeic words.

Base Objective: The student will be able to identify and write descriptive sentences which include onomatopoeic words.

(Onomatopoeia is the use of words which sound like the thing they represent.)

General Objectives:

a. Given a sentence containing onomatopoeia, the student will identify the onomatopoeic word or words.
b. Given an object that makes a sound, the student will list a word which imitates the sound of that object.
c. Given specific places to be described, the student will list at least three onomatopoeic sounds associated with that specific place.
d. Given a topic, the student will be able to write a descriptive sentence containing at least one example of onomatopoeia.

RESOURCES:

Using Figurative Language, Joy Littell, McDougall-Littel
Use table of contents in any anthology
Handbook of Literature
The Language of Man, Section I

Instructional Component J.

Sub-Component 1. Generate a "style" consistent with his/her experience, maturity, and comprehension of the ingredients of language

Base Objective: Given a written passage, the student can identify and improve upon those expressions that are not exact: vague, weak, trite, overworked, and repetitious.

General Objectives:

a. Given sentences, the student can substitute specific or concrete words for general or abstract ones.
b. Given sentences, the student can identify and improve upon ambiguous or vague relationships expressed by conjunctions and prepositions.
c. Given sentences, the student can identify and correct faulty idioms.
d. Given sentences, the student can identify and correct trite expressions.
e. Given sentences of passive construction, the student will be able to substitute a more active construction using the same verb.
f. Given sentences containing "general" or weak verbs, the student will be able to rewrite the sentence using a specific or "stronger" verb.
g. Given sentences, the student can identify and improve upon clumsy repetition or different combinations of sounds (inappropriate to general prose writing) and inexact communication of ideas.
h. Given sentences, the student can identify and correct redundancies, circuitous expressions, and overloaded sentences.
i. Given sentences, the student can identify and correct double negatives and other unacceptable word combinations.
j. Given a sentence, the student can identify the omission of key words and phrases and can supply the word or phrase necessary to clarify the meaning of the sentence.
k. Given sentences lacking subordination or containing excessive detail, the student can identify and correct them by relating unrelated ideas and/or by eliminating unnecessary detail.
l. Given sentences, the student can identify and correct those which make incomplete and illogical comparisons and those which are awkward, obscure or confused.
m. Given short, choppy sentences, the student can combine them into longer units in which the lesser ideas are properly subordinated.
n. Given sentences in which coordination is improperly used, the student can revise each sentence, subordinating the less important ideas.
o. Given sentences in which the main thought is incorrectly positioned or in which subordination is thwarted by the use of coordinating conjunctions, the student can make the necessary revisions.
p. Given sentences, the student can identify and correct misplaced modifiers by either moving the modifier and/or changing the modifier.
q. Given sentences, the student can identify and correct dangling modifiers and dangling elliptical clauses or phrases.
r. Given sentences in which structures are not appropriately parallel, the student can make the necessary revisions.
s. Given sentences, the student can identify and correct needless shifts in point of view: tense, mood, subject, voice, person, or number.
t. Given sentences and choices of verbs, the student can select the correct verb to complete the sentence.
u. Given a sentence and a choice of words, the student can identify faulty diction.

Note: User is cautioned that although usage is important, dialect often plays a large part in a speaker's choice of diction. Examples may need to be changed to avoid such conflicts in certain parts of the country.

RESOURCES:

Plain English Handbook, pp. 417-463
Writing to be Read
Elements of Style
Warriner. Part III Variety
Journalism texts
Writing Themes About Literature, Chapter 13

Instructional Comonent K.

Sub-Component 1. Explain reasons for the different ways of investigating language and demonstrate an ability to develop some kind of an integrated perspective for viewing and discussing language.

Base Objective: Given a dictionary and a list of modern words, the student will give the present meaning and the original meaning of the roots and the language from which they evolved.

General Objectives:

a. Given a dictionary and a list of words containing Greek, Latin, and Hebrew roots, the students will identify the origin of the words.
b. Given a dictionary and a list of words, the student will identify the word from which it is derived, state its original meaning, and compare it to its present meaning (i.e., tell why the modern meaning of the word is appropriate or inappropriate in terms of the original meaning).
c. Given a list of words that are unfamiliar to the student and borrowed by English from another language, the student will write the word, the language from which it is derived, its original meaning, and its present usage.

RESOURCES:
Scholastic, unit on language
Postman - Language and Systems (11th grade level)
Plain English Handbook, pp. 653-664
Dictionaries
Word origin reference books
Adventures in English Literature
See: Teachers' references, Gaining Sensitivity Through Language (McDougal-Littell)
The Story of Language - Pei Chapter 1 - "The Theories of Language Beginning"
Keying Materials: Study of Language (General: Primarily for teachers)
"Ko-Ko" - The Ebony Tower - Fowles (teacher only)
The Language of Man 4, 5, 6 - "Symbols" in 6
Language in Thought and Action, Chapter 6, particularly (Haikawya) } These 2 should be cross-referenced to composition section

GENERAL RESOURCES: For Teachers - The Study of Language

SHAW[illegible]MISSION SCHOOLS
LISTE[illegible]NG AND VIEWING
SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

LEVEL 10-12

Knowledge

THE STUDENT SHOULD KNOW the different types and purposes of listening and viewing and the effects of oral language and audio-visual media.

Skills

THE STUDENT SHOULD BE ABLE TO understand, evaluate, and act on or react to what he/she hears and/or views.

Values

THE STUDENT SHOULD VALUE the ability to listen and view for different purposes and the ability to form standards for judging what he/she hears or views. The Student will also value the right of freedom of speech and the courtesies which that right demands.

Instructional Component A

DETECT FALLACIES IN LOGIC

Sub-Component 1. Comprehension of non-written materials (oral)

Base Objective: Given presentation of fallacious, non-written material, the student will detect any existing fallacy.
General Objectives:

a. Given an ad (non-written material), the student will differentiate between what is implied and what is actually stated in it.
b. Given an experience with non-written argumentation, the student will recognize fallacies in logic such as begging the question, appeals to sympathy, post hoc, etc.

Instructional Component B

DISTINGUISH FACT FROM OPINION

Base Objective: Given a sample of material containing fact and opinion, the student will differentiate.

General Objective:

Given a non-written experience, the student will be able to distinguish between verifiable statements and implied judgment.

Instructional Component C, D

TAKE AND REVISE NOTES

Base Objective: Given the opportunity, the student will organize and summarize notes.

General Objectives:

a. Given an organized speech, the student will demonstrate an ability.
b. Given a disorganized speech, the student will demonstrate an ability to reorganize the points in a meaningful way.
c. Given a non-written experience, the student will produce oral or written summary.

Instructional Component E

DEVELOP EFFICIENT AUDITORY AND VISUAL MEMORY

Base Objective: Given an appropriate opportunity, the student will exhibit the ability to retain presentation.

General Objective:

Given an auditory or visual experience, the student will retain salient features.

Instructional Component F

RECOGNIZE AUDIO-VISUAL TECHNIQUES

Base Objective: Given the opportunity, the student will recognize non-written media techniques.

General Objective:

The student will be able to identify techniques unique to non-written media and explain the effects of these techniques on the comprehensibility of the work.

Instructional Component G

ANALYZE PURPOSE AND EFFECT OF AUDIO-VISUAL TECHNIQUES

Base Objective: Given appropriate presentations, the student will analyze techniques affecting continuity

General Objective:

Given any non-written work, using any complex techniques affecting continuity (e.g., montage, flashbacks), the student will be able to (1) give the actual chronological order of events and (2) explain the effect such techniques have on the comprehensibility of the work.

Instructional Component H

EXPAND LISTENING VOCABULARY

Base Objective: Given opportunities, the student will demonstrate an ability to interpret context.

General Objectives:

a. Given a non-written verbal experience, the student will recognize unfamiliar words.
b. Given a non-written verbal experience, the student will determine the meaning of the unfamiliar word through context.
c. Given an unfamiliar word in a non-written verbal experience, the student will recognize when he cannot determine the meaning from the context and will seek other assistance.

Instructional Component I

LISTEN AND VIEW TO CRITIQUE FOR OWN PURPOSE

Base Objective: Given a dramatic presentation, the student will analyze its visual-auditory intent.

General Objective:

The student will be able to analyze the intent--information to be conveyed which may be misleading), the message, the intended audience -- of any dramatic presentation in a purely visual or visual-auditory medium.

RESOURCES: (General Area) Most of the sources listed below do not fit one component exclusively.

Language of Man (5)

Section I (Julius Fast)
Section IV - Copy with TV - Media

Listening to Frost read Frost (Caedmon)
Listening to Eliot read Eliot
Listening to Lindsey read Lindsey
Listening to Thomas read Thomas

Psychotechnics radio-reading series
Golden Age of Radio
Metaphorically Speaking (CATV-Thematic/Remedial re-inforcement)
Coping with TV
TV Action Book McDougal-Littell
Language of Man (6)
Persuasion
Propaganda techniques, etc.
Voices II - Lessons 9, 12 (TV, music)
Voices III - Lessons 12, 17, 23
Voices IV - Lesson 13
"The Sheathed Sword" - Thought & Statement, p. 360

Continued next page

SRA - Lab (note taking) III, Comp.C.
"The Cinematographer" - film
"Painting as a Pasttime" (essay) - Churchill
See district film catalogue

SHAWNEE MISSION SCHOOLS | LANGUAGE ARTS GOALS | LEVEL 10-12

LITERATURE AND READING

SUGGESTED SEQUENCE

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW that language, a symbolic process, is used for both informative communication and artistic creation through the complexities of the various literary genre.	THE STUDENT SHOULD BE ABLE TO use basic receptive skills to comprehend competently and perceptively both literal and figurative usages of the language as he interprets representative samples of literature.	THE STUDENT SHOULD VALUE literature in its functional capacities as a communicative process, creative process, and recreational pastime.

Instructional Component A

LITERAL COMPREHENSION

Sub-Component 1. Determine the denotation of a word as indicated by usage.

Base Objective:*

General Objective:

RESOURCES:
- A Glossary of Literary Terms
- Tactics 1,2,3,4 (grades 9,10,11,12)
- SRA
- Increasing Your Vocabulary - Cambridge Book Co.
- Better & Faster Reading - Cambridge (Chapter 3)
- Word Clues
- Vocabulary for the H.S. Student - AMSCO publisher
- Bergen Evans - Vocabulary for the College Bound
- Dictionary of Word Origins(or any Vocabulary text)- Tchr. Ref.
- Thesaurus
- A Handbook of Literature
- Gaining Sensitivity to Words (Lang. of Man, McDougal-Littell)

Sub-Component 2. Determine the meaning of unfamiliar words using roots, prefixes, and suffixes.*

RESOURCES:
- Tactics - Scott Foresman
- Better and Faster Reading - Cambridge
- See G. In The Study of Language
- Spelling - Cambridge

*The Base Objective and the General Objective have not been developed at this time.

Sub-Component 3. Understand and be able to verbalize, independently, the distinctions in types of literature (novel, essay, biography, autobiography, other nonfiction short story, poetry, drama).

Base Objective: Given a representative work, the student will analyze it relative to literary conventions.

General Objective:

Given a work and characteristics of the genre in which the work may be classified, the student will be able to identify the conventions contained within the work which link it to that genre. (For example, the student will differentiate between such forms as the gothic, romantic, and autobiographical novel and narrative, epic, lyric and pastoral poem.)

RESOURCES: Handbooks - types of literature

Sub-Component 4. The student should be able to trace the plot of a selection.*

RESOURCES: Plot
1. American Short Story - Wm. Peden (tchr. resource)
2. Handbooks - types of literature
3. Refer students with reading problems to reading teacher in an effort to help them through the comprehension difficulties.

Sub-Component 5. Identify for himself the significant details of both setting and character*.

RESOURCES: Setting, Character
See letter D.

Sub-Component 6. Distinguish between imagination and informative statements of reality*.

RESOURCES:
Mag Bag - Random House
Newspapers
Tomorrow Again
Occurrence at Owl Creek Bridge
The Violin Lesson (film)
The Red Balloon (film)

Instructional Component B

INTERPRETIVE COMPREHENSION

Sub-Component 1. Recognize setting as the logical environment which both creates and controls character.

Base Objective: Given an appropriate sample, the student will analyze literature relative to setting.

General Objective:

Given a work, the student will describe the setting (geographical, occupational, historical, and personal) and tell how it affects the characters; that is, how the setting affects motivations, decisions, aspirations, and attitudes toward life revealed by specific characters in the novel.

RESOURCES: Setting affecting character
1. "Catch the Joy" (film)
2. "The Bet" (film)
3. "String Bean" (film)
4. "Johnny Pye and the Foolkillers" - Benet
5. "By the Waters of Babylon" - Benet

* See p. 1

Sub-Component 2. Recognize the influence of setting upon the structure of the plot.

RESOURCES: Setting affecting plot

1. Winesburg, Ohio: Text and Criticism, Sherwood Anderson
2. "Another Country"
3. Eudora Welty (any story)
4. "Flying Home"
5. "The Snows of Kilamanjaro" - One Day In The Life of Ivan Denisovich
6. "Jumping Frog"
7. "Death of a Hired Man"
8. "I Heard a Fly Buzz When I Died"

Sub-Component 3. Recognize that the plot starts from a collection of incidents and progresses to a complexity of sequential events and involved relationships.

Base Objective: Given an appropriate plot, the student will identify its structure.

General Objectives:

a. The student will briefly state the conflict of the work by identifying the opposing forces and will be able to relate the technical climax.
b. Given a work, the student will be able to identify the forces in conflict on both a literal and a symbolic level and to state how the conflict is made concrete and how it is resolved, literally and symbolically.
c. Given a question concerning an element of literary construction, the student will be able to explain its importance to the work in terms of the purpose it serves in the work as a whole.

RESOURCES: Plot as a sequence

1. The Little Foxes
2. The Crucible
3. Streetcar Named Desire
4. Death of a Salesman

"The Killers"

Skater-Dater (film)

Brown Wolf - (film)

"Barn Burning"

Sub-Component 4. Recognize the process of characterization as a synthesis of detail and implication.*

RESOURCES: Process of character

"Miss Brill" - Katherine Mansfield

"Leo Berman" (film)

"My Old Man" (film and story)

Huck Finn (film with Clifton Fadiman)

Sub-Component 5. Recognize that the characters are propelled to convincing behavior by motivation that is realistic and logical.

Base Objective: Given samples of characters, the student will be able to analyze character traits.

General Objectives:

a. The student will be able to list character traits for specific characters in a work and state the ways in which these traits are revealed.
b. The student will determine the motivating force for a specific character's actions in a work and will state how the author revealed the causes for this action.

*See p. 1

RESOURCES: Characters' motivation
Othello - Shakespeare
"Flight" - Steinbeck
"A & P" - Updike
"Room 306 Doen't Tip" (Thought and Statement) 3rd edition
"Antaeus" - Deal

Sub-Component 6. Recognize how diction contributes to the author's distinctive style and purpose.

Base Objective: Given an appropriate sample, the student will be able to see the relationship between diction and the author's style.

General Objectives:

a. Given an idea expressed in three similar ways which differ only in the diction used, the student will be able to contrast the diction, indicating the difference in the connotations of each word by labeling each as favorable, unfavorable, or neutral in tone.
b. Given two or more passages, the student will identify which uses formal language and tell whether the style of language was appropriate to the subject matter.

RESOURCES: Diction-Style (various sources)
"Clean, Well Lighted Place"
"The Rocking Horse Winner"
"Spotted Horses" (upper classmen)
"Petrified Man"
Tom Sawyer
"The Sire de Maletroit's Door"
"Two Soldiers"
"David Swan" (easy)

Sub-Component 7. Demonstrate ability to comprehend the contribution of figurative language to a literary selection.

Base Objective: Given selected samples, the student will be able to identify figures of speech.

General Objective: The student will demonstrate an understanding of the relationship between figurative language and meaning. That is, given a work, the student will be able to identify and explicate important figures of speech such as metaphor, simile, hyperbole, apostrophe, personification, metonymy, etc., in terms of the feelings and ideas contained in each and their importance to the meaning of the work.

RESOURCES: Figurative language
Using Figurative Language (McDougal-Littell)
"The Humming Bird" - (poem) E. Dickinson
Tactics (series 1,2,3,4)
"Metzengerstein" - short story, Poe
any Shakespeare
A Separate Peace
"Miniver Cheevy" - Robinson (poem)
23rd Psalm
Garden in The Wilderness
The Peaceable Kingdom

Sub-Component 8. Recognize and examine the nature of conflict*
(See 3. in Literature & Reading)

* See p. 1

RESOURCES: Nature of Conflict
Temple of Gold
"The Most Dangerous Game"
"Short Happy Life of Francis Macomber"
"Two Bluebirds" - D. H. Lawrence
"The Huntsman" (film)

Sub-Component 9. Recognize the way the tone influences the theme or central idea.

Base Objective: Given an appropriate sample, the student will identify the relationship between tone and central thought.

General Objective:

The student will demonstrate an understanding of what is meant by tone in the work and how tone is achieved. That is, when given a novel, the student will be able to describe the attitude contained therein toward the subject matter or audience, and identify the means by which the tone is revealed.

RESOURCES: Theme
"Feathertop" - Hawthorne - "The Great Stone Face" (easy)
"Her First Ball"
"The Garden Party"
"One Ordinary Day with Peanuts"
"A Visit in Charity"
"A Worn Path"
Catcher in The Rye
All Quiet on the Western Front
Lord of the Flies

Sub-Component 10. Identify the theme of a selection*.

RESOURCES: Tone
"Fall of the House of Usher," Poe
"The Great Lover" (poem) Brooke
Johnny Got His Gun
"Loveliest of Trees" (A.E. Housman)
"Lake Isle of Innisfree" - Yeats
"Old Man at the Bridge"

Sub-Component 11. Build vocabulary through reading experience by dealing with unfamiliar words through context*.

RESOURCES: Vocabulary through Context
The Scarlet Letter
"Fall of The House of Usher," Poe
The Natural History of Nonsense
"Jabberwocky"
The New York Times
Wall Street Journal
any specialized text
Better & Faster Reading (Chapter 3)
All About Words - Nurnberg & Rosenblum
Word Clues (J,K,L,M graded)
10,11,12,13
Language of Man 5 (Section II - "Developing Vocabulary")

Sub-Component 12. Recognize the point of view and its effect.

Base Objective: Given a sample of literature, the student will identify author's perspective.

General Objective:

The student will identify the point of view from which a given short story is told and will state what effects the author achieves by using this point-of-view device.

RESOURCES:

Point of View
- "Bartleby" (film & story)
- "The Feeling of Power" - Asimov
- A Separate Peace
- Huckleberry Finn
- any Poe story especially "Cask of Amontillado"
- Goldfinger - Fleming
- "Two Soldiers" - Faulkner
- Moby Dick
- "I Have a Dream" - King's speech
- "Teachers' Salaries" - Arzell Ball
- Matryona's House - Solzhenitsyn
- "My Oedepus Complex" - O'Conner
- "Flowers for Algernon"
- Grendel - Gardiner
- Language of Man 6 "Policy & the English Language" (essay)

Sub-Component 13. Recognize the purpose or purposes for which a work was written.

Base Objective: Given a sample, the student will state author's purpose.

General Objective:

Given a work, the student will be able to state the purpose or purposes for which it was written and how the purpose is revealed.

RESOURCES:

Author's Purpose
- "The Verger"
- "Invasion of the Planet of Love"
- "Harrison Bergeron; All the King's Men" - Vonnegut
- "Tommorow & Tomorrow" - Vonnegut
- "Why Man Creates" (film)
- Preamble to the Constitution
- "Common Sense" - Paine
- Editorial pages

Sub-Component 14. Recognize similarities and differences in presentation of similar subject matter and literary elements (characters, style, plot, setting, point of view, tone, theme, appropriateness of language, purpose).

Base Objective: Given a literary work, the student will apply an evaluation process.

General Objective:

The student will become familiar with and apply a process for evaluating a work of non-fiction. That is, when given a work of non-fiction, the student will apply the evaluative criteria cited above to evaluate the effectiveness of work.

RESOURCES:

Compare/Contrast
- Julius Casesar, Anthony and Cleopatra, All for Love
- "Young Goodman Brown," "The Devil and Tom Walker"
- "Mrs. Ripley's Trip," (Hamlin Garland) and "The Revolt of Mother," (Mary E. Wilkins Freeman)
- Billy Budd, Lord of the Flies
- That Was Then, This Is Now
- "Ars Poetica" (CATV)

Instructional Component C.

APPLICATIVE COMPREHENSION

Sub-Component 1. Respond critically to a literary work; the student will be able either to participate in a group study situation or to function independently.

Base Objective: Given a literary sample, the student will critique it.

General Objectives:

a. Given a literary work, the student will comprehend, interpret, and then utilize ideas presented.
b. Given a literary work, the student will develop the insight to make inferences and predict outcomes.
c. Given a literary work, the student will exercise simple powers of logic in either the inductive or deductive patterns to assess his own literary experiences.
d. Given a literary work, the student will discriminate between the varying levels of complexity of information, ranging from concrete particulars to abstract generalizations.

RESOURCES:

Group/Individual

All Quiet on The Western Front
Johnny Got His Gun
Trojan Women
Red Badge of Courage
"The Leg" (poem)
"I Have a Rendezvous with Death"- Rupert Brooke
"Patterns of War, Peace, Death" (CATV)
Huckleberry Finn
We
1984
Brave New World
Anthem
Chapters, James Town Publishers, 1973

General Teacher Reference - The Rise of the Novel - Ian Watt
The Rhetoric of Fiction - Wayne Booth
Handbook to Literature - Holman (3rd Ed.)
Odyssey Press, Bobbs-Merrill, 1972
Improving Reading in Every Class (Allyn-Bacon, 1972-Chapt. 3, pp. 154-172)
The Short Story - Hall-Langland, ed. (McMillan, 1956)

All Student/General Reference - Designs in Literature
American Experience

SHAWNEE MISSION SCHOOLS

SPEAKING

SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

LEVEL 10-12

Knowledge

THE STUDENT SHOULD KNOW how to analyze and synthesize ideas for oral discussion.

Skills

THE STUDENT SHOULD BE ABLE TO think constructively in extemporaneous and planned oral discourse.

Values

THE STUDENT SHOULD VALUE and appreciate the continuing necessity for appropriate oral communication.

Instructional Component A

Sub-Component 1. Read and interpret literature orally

Base Objective: Given appropriate situations, the student will exhibit appropriate vocal technique and paraphrasing.

General Objective:

a. The student will be able to read a sentence or group of sentences orally with correct pronunciation with an attempt to convey meaning through vocal techniques.
b. The student will be able to paraphrase the passage.

RESOURCES: Tape recorder
Oral Interpretation - Charlotte Lee
Read Modern Poetry (Critical Anthology) Tchrs. Ed.

Instructional Component B

Sub-Component 2. Continue to expand vocabulary

Base Objective: The student will continue to enhance his vocabulary.

General Objective:

a. The student will pronounce and use newly experienced words.

RESOURCES: See: "Study of Language" Component G.

Instructional Component C

Sub-Component 3. State his/her own point of view and support it with specific details.

Base Objective: Given an appropriate assignment, the student will state point of view and support it.

General Objective:

a. Given an opportunity to express an opinion, the student will articulate his attitudes and validate them with appropriate evidence.

RESOURCES: See: "Composition" and "Literature"
Handbook to Literature - Point of View defined
Glossary of Literature Terms - M.H. Abrams

Instructional Component D

Sub-Component 4. Interject comments into discussion at the proper time.

Base Objective: Given various types of discussion situations, the student will respond with appropriate oral interaction

General Objective:

a. Given a discussion situation, the student will discern the appropriate time to contribute orally to the discussion.

RESOURCES:

Discussion Through Human Affairs - McBurney
Learning Through Discussion Skills
I'm O.K., You're O.K.
Moffett Interaction series
10X - pp. 1-16 - Use objectives
English Skills 10-12

SENIOR HIGH SCHOOL

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TEST SPECIFICATIONS

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate Superintendent for Instruction

Dr. Terry Parks, Director of Basic Services

Dr. Donald R. Roberts, Director Language Arts

Dr. James Townsend, Director of Primary Education

INTRODUCTION

After involving more than 38 schools in a district Criterion-Referenced Testing Pilot in Language Arts during the 1974-75 school year, a workshop was held during June 9-13, 1975, for the purpose of evaluating the pilot project, the CRT instrument, and for writing test specifications relating to the instructional components of Language Arts Scope and Sequence.

Representing Senior High Language Arts teachers in the workshop were:

Norma Bone	SM North	James Phillips	SM West
Jim Brown	SM West	Everett Rees	SM East
Roy Gunter	SM Northwest	Frank Robertson	SM North
Susan Oestreicher	SM South	Syd Stoeppelwerth	SM East

In writing test specifications (suggested ways for determining the level at which a student is functioning relevant to a given instructional component) the participants were asked to choose a component from Scope and Sequence, designate content limits, set scoring criteria, specify format and directions, and write a sample test item.

Time did not permit thorough completion of the task, but direction has been established.

On the following pages you will find, interspersed with Scope and Sequence goals and components, test specifications relating to components. These statements are summaries of the complete specifications developed during the workshop.

Efforts are now being made to build a pool of valid and reliable test items from which district teachers can draw to aid in curriculum decision making. Some test items, thanks to the participants, can be leased from companies, after comparing our sample items with what the company has to offer. Some items will have to be developed by district teachers. Not all items will be paper-pencil, computer-scored items.

At this time, test specifications have not been broken down by grade levels. This may be accomplished as the item pool is developed. For now, the specifications should be considered twelfth grade summative specifications; of course, teachers may adapt them to suit their building or classroom purpose.

Eventually a building may determine what kind of curriculum information it wants and may select appropriate test specifications. The building may set the number of items it wants per spec and may set the criteria. Test items will be drawn at random from the computer. The district will accommodate

by scoring the test and supplying appropriate print-outs.

It is hoped that this system will afford a data base for decision making which will enable all educators to make prudent decisions for the allocation of effort and resources.

Don Roberts

September 1975

GLOSSARY

ASSESSMENT ITEM--An "assessment item" is an activity or test question which seeks to determine the level at which the student is functioning. The term "assessment" has been chosen in an attempt to avoid the connotation of "finality" or "grade," often associated with the term "test."

COMPONENT--A "component" suggests an instructional experience thought to be a means toward reaching the stated goal. Components are grouped as related to knowledge goals, skill goals, and value goals.

CONTENT LIMITS--Part of a test specification, the "content limit" establishes the parameter for a test item or activity by identifying the specific content which will be covered.

CRITERION-REFERENCED TEST--An assessment instrument to determine the functional level of achievement of students in order that appropriate instructional decisions can be made.

PARAMETER--A quantity that describes a statistical population.

SUMMATIVE GOALS--A "summative goal" is a terminal goal for a designated unit of instructional experience (i.e., at the end of third grade; at the end of sixth grade, etc.).

SUMMATIVE SPECIFICATIONS--As related to "summative goals," "summative specifications" indicate expected learning outcomes at designated grade levels.

TEST SPECIFICATIONS--A "test specification" identifies what is to be measured and how it is to be measured. Test specifications are essential to a criterion-referenced testing program.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

COMPOSITION LEVEL

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

Knowledge

THE STUDENT SHOULD KNOW that the essential elements of writing are integral parts of the total composition.

Components:

A. Organization of Sentences
   1. Identify ineffective fragments and run-on sentences
   2. Identify unity, logical thinking, and subordination
   3. Identify sentences with misplaced modifiers, non-parallel structure, tense changes, and needless shifts in point of view

Skills

THE STUDENT SHOULD BE ABLE TO use written language to convey ideas and information, to express feelings, and to shape experience. He/she should select a style and organization appropriate to the purpose of the communication and suitable for the audience.

Components:

A. Sentence Organization
   1. Correct ineffective fragments and run-on sentences
   2. Write sentences with unity, logical thought, and proper subordination
   3. Correct misplaced modifiers, non-parallel structure, tense changes, and needless shifts in point of view

Values

THE STUDENT SHOULD VALUE composition as a means of understanding himself/herself and others and should appreciate the skillful blending of forms and content by effective writers.

Components:

A. Should value order as a vital contribution to the power of the written compositon

TEST SPECIFICATIONS

C 1. The student will be able to identify ineffective fragments and run-on sentences.

C 2. The student will be able to identify logical thinking in the organization of sentences which include illogical choices of subordinate and coordinate conjunctions.

C 3. The student will be able to identify independent and dependent clauses and phrases in sentences.

C 4. The student will be able to identify sentences with misplaced modifiers, non-parallel structure, tense changes, and needless shifts in point of view.

B. Should value style and appreciate how writers use it to complement the other composition skills

C. Should value how the varied expressions of feeling are vital to individual types of writing

B. Organization of Paragraphs
1. Recognize paragraphs developed by identification, examples, comparison/contrast, division, classification, cause and effect, and definition
2. Recognize effective detail as an essential element in descriptive and narrative paragraphs
3. Recognize consistency of point of view, tone, and mood in effective descriptive paragraphs

B. Paragraph Organization
1. Write paragraphs developed by identification, example, comparison/contrast, division, classification, cause and effect, and definition
2. Write descriptive and/or narrative paragraphs:
   a. Use spatial movement: general to specific or specific to general
   b. Use consistency in objectivity or subjectivity
   c. Use specific detail
   d. Use consistency in point of view
3. Write exposition either inductively or deductively

C 5. The student will be able to recognize effective detail and consistent point of view, tone and mood in effective descriptive paragraphs.

C 6. The student will be able to identify a good paragraph and the exact mistake in development of any other paragraphs.

C. Organization of Complete Works
1. Recognize in exposition the use of a central idea and logical support

C 7. The student will be able to identify paragraphs which are weak because of no central idea or absence of logical support.

2. Recognize in fiction the subtle presentation of underlying theme

4. Produce appropriate refinements within the paragraph such as amplification of sentences and revision in subordination or coordination and proper transitions
5. Write personal-experience paragraphs beginning with a general impression that is expanded through specific details or beginning with specific details that create a general impression at or near the end

C. Composition Organization
1. Write introductory paragraphs which include a statement of purpose, scope and limitation, procedure, thesis, and significance as these items apply to the subject matter (Background information and acknowledgment of other sources should also be included where applicable.)
2. Write developmental paragraphs which follow the organizational plan set up in the introductory paragraph
3. Write unified, coherent papers of description and narration

D. Composition Techniques
1. Use each of the following in developing an effective style:
   a. Semantics
   b. Persuasive
   c. Diction
   d. Point of view
   e. Comparisons
   f. Authentic voice
   g. Coherence
   h. Mood
   i. Intonation
   j. Rhythm
   k. Figurative language

D. General Organizational Skills
1. Know how to maintain structural consistency in different types of compositions
2. Know how to adapt form to purpose in various types of compositions
3. Know how to apply the principles of inductive and deductive organization in writing

Test items have not been developed for C and D at this time.

E. Style
1. Identify and understand the major types of writing: Expository, descriptive, narrative, essay, dialogue, and poetry

C 8. The student will be able to identify the major types of writing: expository, descriptive, essay, dialogue and poetry.

C 9. The student will be able to identify the type of writing in a paragraph with a list of type choices.

2. Recognize the patterns of induction and deduction

2. Choose from the following creative forms the one(s) which best convey(s) the feeling he/she wishes to express:
   a. Myth
   b. Fanciful tale
   c. Fable
   d. Limerick, narrative poem, lyric poem, haiku, cinquain, ballad, sonnet, blank verse, free verse, connotative words

C 10. The student will be able to properly identify the patterns of induction in three short paragraphs, one developed inductively and two developed deductively.

3. Point out examples of figurative language
4. Understand point of view
5. Identify sentence patterns
6. Recognize inference, innuendo, and foreshadowing

3. Give shape and understanding to his/her own past experience by writing the following:
   a. Monologue
   b. Dialogue
   c. Description
   d. Narration
   e. Essay expressing a general idea supported by facts
   f. Imaginative writing
   g. Poem

4. Write in such a way that his/her audience visualizes the scenes that the writer describes, understands the situation which the author discusses, responds according to the writer's desires concerning mood and attitude, and appreciates the writer's point of view

7. Recognize wordiness

C 11. The student will be able to identify the sentences that are correct and incorrect.

F. Expressing Feelings
   1. Know the characteristics of myth, fanciful tale, and fable
   2. Know the characteristics of limerick, narrative poem, lyric poem, haiku, cinquain, ballad, sonnet, blank verse, and free verse
   3. Recognize and understand the purpose of connotative words

C 12. The student will be able to select the words which make an advertisement express the strongest feeling.

G. Shaping Experience
   Know that writing is a process that gives perspective and understanding to experience

Test items have not been developed for G at this time.

H. Audience
Understand techniques used by writers to evoke audience response: creating images, communicating tone, using connotation, using figurative language, using persuasion

C 13. The student will be able to understand techniques used by writers to evoke audience response.

C 14. The student will be able to properly identify the indicated techniques in the paragraph (i.e. a persuasive paragraph including the techniques of creating an image, communicating tone, using connotation, using figurative language and using persuasion).

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

STUDY OF LANGUAGE LEVEL 12

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW how language functions as a means of effective communication.	THE STUDENT SHOULD BE ABLE to communicate effectively and correctly according to generally accepted conventions of the technical aspects of language.	THE STUDENT SHOULD VALUE language as a symbolic process which has both practical and aesthetic potential.
Components:	Components:	Components:
A. Know and identify parts of speech	A. Use parts of speech to communicate a thought, idea or feeling correctly and effectively	A. Exhibit a willingness to discuss language using the appropriate terminology

SL 1. The student will be able to identify parts of sentences: subject, predicate, subordinate clause, coordinate clause, complement, object, and prepositional phrase.

B. Know types of sentences according to form and function and is able to identify parts of sentences and to avoid structures which do not meet syntactical requirements	B. Demonstrate an ability to utilize various correct forms and structures of sentences in communication effectively	B. Exhibit a willingness to attend to the concept of "completeness" and "correctness" in sentence structure

SL 2. The student will be able to demonstrate an ability to utilize various correct forms and structures of sentences in written communications.

SL 3. The student will be able to identify the phrases with effective parallel structure and those with ineffective parallel structure.

C. Know the most commonly used symbols of punctuation; know of conventions governing capitalization; know of the fundamental rules of spelling; and know of procedures for proofreading	C. Use periods, commas, and question marks effectively; use consistent and conventional modes of capitalization; demonstrate knowledge of basic spelling rules; and to show evidence of an ability to improve effectiveness in expression by revision of statements of communication	C. Exhibits a concern and critical attitude toward self-expression in written and oral work

SL 4. The student will be able to identify the most commonly used symbols of punctuation, identify conventions governing capitalization, identify the fundamental procedures for proofreading.

SL 5. The student will be able to exhibit a concern and critical attitude toward self expression in written work.

SL 6. The student will be able to demonstrate ability to explain in some detail the reason for ranking quality of papers.

D. Know that different levels of language usage exist and that "good English" is language that is appropriate to an occasion

D. Assess a situation and determine a level of usage appropriate to the occasion

D. Exhibits a value of language and levels of language usage as appropriate to a given purpose and occasion

SL 7. The student will be able to identify levels of language usage and demonstrate that "good English" is language that is appropriate to an occasion.

SL 8. The student will be able to assess a situation and determine a level of usage appropriate to the occasion.

E. Know that words have histories and represent man in all facets of his being and of his needs and inclinations to mold language to serve his purposes

E. Use this knowledge in order to recognize and adapt language to needs for communication and to utilize language as a means for expanding and ordering incidents of personal experience

E. Exhibit an awareness of the relationship of time, place, and experience to language

Same as D above.

F. Identify, classify, and manipulate the elements of words and word phrases and to explore how this ability provides a deeper meaning and significance for language

F. Know that words can be studied and classified according to form and function and that such knowledge can further a comprehension of existing phenomena

F. Exhibit interest in increasing vocabulary which is, in part, self-initiated

SL 9. The student will be able to demonstrate that words can be studied and classified according to form and function and that this can further a comprehension of existing phenomena.

G. Know conventional means for forming tense, plurals, affixing possessives; other formations such as contracting, abbreviations, compounds, hyphenated words; and know conventional means for syllabification of words	G. Demonstrate a knowledge of the conventional means of word formations in oral and written work	G. Exhibit a tendency to improve communication skills through an increasing awareness and utilization of word formation devices

SL 10. The student will be able to identify means for forming plurals and possessives of nouns and pronouns.

SL 11. The student will be able to identify properly and improperly divided words. (syllabication)

SL 12. The student will be able to identify conventional means for forming tense.

SL 13. The student will be able to show an increasing awareness and utilization of word formation devices.

SL 14. The student will be able to invent three words and five sentences for each which will show an increasing awareness and utilization of word formation devices.

H. Know that communication may be non-verbal or verbal and that each means for communication has purpose and structure if it is to be successful	H. Transmit and interpret both a non-verbal and verbal message with facility appropriate to the experience and development of the student	H. Exhibit a willingness to plan and to communicate a non-verbal and verbal message with concern for audience and appropriateness of the vehicle for the occasion.

SL 15. The student will be able to transmit and interpret non-verbal messages with facility appropriate to his experience. (cartoons, pictures, etc.)

I. Know and can recognize the most common figurative devices of language, particularly metaphor, simile, personification, apostrophe, and others if the student's level of language experience is judged appropriate	I. Use effective figurative devices in oral and written expression	I. Value figurative and rhetorical devices as evidenced by the frequency and effectiveness of their use

SL 16. The student will be able to identify metaphor, simile, personification, and alliteration.

J. Know that style is a manifestation of personal variables and that styles have certain identifying characteristics that are grounded in a knowledge of the nature of language and of the potential of man to effectively communicate

J. Generate a "style" consistent with his/her experience, maturity, and comprehension of the ingredients of language

J. Value diversity in style and exhibit a curiosity to explore different styles and a willingness to discuss such applications of language

SL 17. The student will be able to read selections from literature and discuss in writing various styles and their effectiveness.

K. Know of the different means for investigating language, of their purposes, methods, and their philosophical and academic base

K. Explain reasons for the different ways of investigating language and demonstrate an ability to develop some kind of an integrated perspective for viewing and discussing language

K. Respect the different methods for investigating language in terms of interest as reflected in motivation and achievement relative to language study

Test items have not been developed for K at this time.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LISTENING AND VIEWING LEVEL 12

LISTENING AND VIEWING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 12

Knowledge	Skills	Values
THE STUDENT SHOULD KNOW the different types and purposes of listening and viewing and the effects of oral language and audio-visual media.	THE STUDENT SHOULD BE ABLE TO understand, evaluate, and act on or react to what he/she hears and/or views.	THE STUDENT SHOULD VALUE the ability to listen and view for different purposes and the ability to form standards for judging what he/she hears or views. The Student will also value the right of freedom of speech and the courtesies which that right demands.
Components:	Components:	Components:
A. Know intent and bias	A. Detect logical fallacies	A. Appreciate the extension of audio and visual perception

LV 1. The student will be able to identify Logical Fallacies (i.e. Terms: Unsupported Generalizations, Unwarranted Assumptions, Misleading Statistics, Invalid Testamonials, Band Wagon Service and Snob Appeal)

B. Know persuasive techniques	B. Distinguish fact, opinion	B. Appreciate the exchange of opinions and ideas

LV 2. The student will be able to distinguish fact from opinion. (Activity: After discussion, have students watch a tape of a news broadcast and write five statements of opinion and five statements of fact. Label each statement "fact" or "opinion".)

C. Know point of view	C. Take and revise notes	C. Appreciate listening and viewing critically

LV 3. The student will be able to produce oral or written summary, take and revise notes from a lecture to the class over some subject that is commonly useful to the student.

D. Know differences between fact and opinion		
See B above.	D. Produce oral or written summary	
See C above.		D. Appreciate listening and viewing courteously

E. Know audio-visual media techniques

E. Have well-developed auditory and visual memory

E. Apprecia[illegible]e creative process

LV 4. The student will be able to demonstrate by attaching an alliterative word to his name (Souix City Sue, Jolly Jim), etc.; the next student will repeat the first name and add his.

LV 5. The student will be able to develop visual memory by itemizing previously viewed items on a tray.

F. Recognize audio-visual techniques

LV 6. The student will be able to discuss audio-visual techniques.

The student will be able to use the record and film "Occurance at Owl Creek Bridge".

F. Know media history and personalities

G. Analyze purpose and effect of audio-visual techniques

H. Expand listening vocabulary

No test items have been developed for G and H at this time.

I. Listen and view to critique for own purpose

LV 7. The student will be able to listen and view to critique for own purpose. (Activity: Ask students to establish, individually, a TV viewing plan for a week. The plan will include a news show, a documentary or informative program, a program with a story line and an entertainment show).

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LITERATURE & READING LEVEL 12

Literal Comprehension

LITERATURE AND READING — SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS — LEVEL 12

Knowledge

THE STUDENT SHOULD KNOW that language, a symbolic process, is used for both informative communication and artistic creation through the complexities of the various literary genre.

Components:

A. Know that literature may be approached on the literal level

Skills

THE STUDENT SHOULD BE ABLE TO use basic receptive skills to comprehend competently and perceptively both literal and figurative usages of the language as he interprets representative samples of literature.

Components:

Literal Comprehension

A. Determine the denotation of a word as indicated by usage

Values

THE STUDENT SHOULD VALUE literature in its functional capacities as a communicative process, creative process, and recreational pastime.

Components:

A. Value his/her emotional response to literature

LR 1. The student will be able to determine the denotation of a word as indicated by usage in sentences. (i.e. denotation, context)

B. Know that literature may be approached on the interpretive level

B. Determine the meaning of unfamiliar words using roots, prefixes, and suffixes

B. Value his/her own personal enrichment in understanding both himself/herself and his/her environment as a result of experiencing literature

LR 2. The student will be able to determine the meaning of unfamiliar words using prefixes, given four choices for an underlined prefix.

LR 3. The student will be able to determine the meaning of unfamiliar words using suffixes, given four choices for an underlined suffix.

C. Know that literature may be approached on the applicative level

C. Understand and be able to verbalize, independently, the distinction between types of literature (novel, essay, biography, journal)

C. Value the contribution of skillful writers to the literary world

LR 4. The student will be able to verbalize, independently the distinction between types of literature: novel, short story, autobiography, biography, essay, diary, journal, lyric poem, narrative poem, and ballad and match the terms to the definitions.

D. The student should be able to trace the plot structure of a selection and establish the pattern of structure

LR 5. The student will be able to trace the plot structure of a story relative to exposition, climax, and resolution.

E. Identify for himself the significant details of both setting and character

LR 6. The student will be able to identify the significant details of setting. (Read "The Open Window," by Saki.)

LR 7. The student will be able to identify the details of various characters. (Read "The Open Window," by Saki.)

F. Distinguish between imagination and informative statements of reality

LR 8. The student will distinguish between imaginative and informative statements of reality, given examples of both. (Read "The Open Window," by Saki.)

Interpretive Comprehension

A. Recognize setting as the logical environment which both creates and controls character

LR 9. The student will be able to recognize and discuss in writing that setting is the logical environment which creates character and influences the plot. (For example, an item could include two multiple choice questions: 1. One question could include an item from the setting that helps create the character of Framton and three items from the setting that have no relation to development of character. 2. One question could include three items from the setting that contribute to the foreshadowing and one that does not. The student will identify the one item that does not.)

B. Recognize the influence of setting as an influence upon the development of character and the structure of the plot

Same as A above.

C. Recognize that the plot starts from a collection of incidents and progresses to a complexity of sequential events and involved relationships

D. Recognize the process of characterization as a synthesis of detail and implication

No test items have been developed for C and D at this time.

E. Recognize that the characters are propelled to convincing behavior by motivation that is realistic and logical

LR 10. The student will be able to recognize that the characters are propelled to convincing behavior by motivation that is realistic and logical. (From a list of four motivation statements--two correct and two incorrect, the student will choose the two correct answers.)

F. Recognize how diction contributes to the author's distinctive style and purpose

G. Demonstrate his/her ability to comprehend the contribution of figurative language to a literary selection

No test items have been developed for F and G at this time.

H. Recognize and examine the nature of conflict

LR 11. The student will be able to identify and discuss in writing the nature of conflict. (Read, "The Open Window," by Saki. i.e. Internal: Framton vs. Himself - External: Framton vs. Vera, Framton vs. Aunt).

I. Recognize the way the tone influences the theme or central idea

No test item has been developed for I at this time.

J. Identify the theme of a selection

LR 12. The student will be able to identify the theme of the selection. (Read, "The Open Window," by Saki)

K. Build his/her vocabulary through his/her reading experience by dealing with unfamiliar words through context

LR 13. The student will be able to deal with unfamiliar words through context. (Read, "The Open Window," by Saki.)

L. Recognize similarities and differences in presentation of similar subject matter and literary elements (characters, style, plot, setting, point of view, tone, theme, appropriateness of language, purpose)

No test item has been developed for L at this time.

Applicative Comprehension

A. Respond favorably to literature, able either to participate in a group study situation or to function independently

LR 14. The student will be able to exhibit ability to communicate his/her personal reactions on paper. (Read, "The Other Foot," by Ray Bradbury).

B. Comprehend, interpret, and then utilize ideas presented

LR 15. The student will be able to demonstrate that he/she comprehends interprets, and then utilizes ideas presented. (Read a story, play, or novel such as "Bartleby the Scrivener" or "Dry Rock".)

C. Develop the insight to make inferences and predict outcomes

LR 16. The student will be able to exhibit the ability to develop the insight to make inferences and predict outcomes.

D. Exercise simple powers of logic in either the inductive or deductive patterns to assess his/her own literary experiences

LR 17. The student will be able to follow the inductive pattern by listing five of his facts and the conclusion. The student will be able to follow his deduction by writing two syllogisms. Activity: Read Eric Hoffer's "The Role of The Undesirables" in Thought and Statement.

E. Discriminate between the varying levels of complexity of information, ranging from concrete particulars to abstract generalizations

LR 18. The student will be able to discriminate between the varying levels of complexity of information, ranging from concrete particulars to abstract generalizations. Use essay "On Thumbs" by Montaigne.

LASS/ACHIEVEMENT-AWARENESS RECORD
SHAWNEE MISSION SCHOOLS
SENIOR HIGH SCHOOL

STUDENT _____ _____

SCHOOL _____

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:
1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
2 = The student has demonstrated an average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.
3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

COMPOSITION	1	2	3	Date
ORGANIZE SENTENCES				
Correct run-on sentences				
Correct fragments				
Write sentences with unity				
Write sentences with logical thought				
Write sentences with proper subordination				
Correct misplaced modifiers				
Correct non-parallel structure, tense, point of view				
ORGANIZE PARAGRAPHS				
Write paragraphs of various kinds				
Write descriptive and/or narrative paragraphs				
Write discursive and/or expository paragraphs				
WRITE COMPOSITIONS				
Write with effective style				
Write creative forms				
Write for audience				
STUDY OF LANGUAGE	1	2	3	Date
USE PARTS OF SPEECH TO COMMUNICATE A THOUGHT				
Use nouns (concrete/abstract, simple/compound/phrasal, suffix, singular/plural, possessive				

STUDY OF LANGUAGE (CONT.)	1	2	3	Date
Use pronouns (personal/possessive/demonstrative/interrogative/indefinite; identify antecedents)				
Use adjectives (common/proper, signal endings)				
Use adverbs (modal, doubt/probability, theme/time, etc.)				
Use verbs (action/copulative/auxiliary/irregular)				
Use prepositions (form/meaning)				
Use interjections				
Use conjunctions				
ANALYZE SENTENCES				
Identify subjects and predicates (verbs/complements, adverbial clauses)				
Identify common/proper noun, pronoun, noun with determiner				
Identify patterns: N-V; N-LV-N; N-LV-Adj.; N-V-N (direct object); N-V-N (indirect object); N-V-Adv.				
Identify varied patterns: inverted word order, questions, commands, here-there				

Identify verb tense, voice				
Identify noun function (nominative/objective/possessive cases)				
Identify pronoun function (appropriate case form)				
Identify adjective and adverb function				
Identify prepositional function				
Identify interjectional function				
Identify verbal phrases				
Identify compound sentences (coordinating conjunctions and correlative coordinating conjunctions				
Identify complex sentences (containing dependent clauses)				
Identify modes of verbs (indicative, imperative, and subjunctive)				
Identify sentence types (imperative, declarative, interrogative, and exclamatory)				
USE CORRECT PUNCTUATION				
Terminal punctuation (period, question mark, exclamation mark)				
Punctuate abbreviations				
Commas (sentences and quotes)				
Commas (simple, complex, compound sentences)				
Colon and semi-colon				
USE CORRECT CAPITALIZATION				
Phrases and sentences				
USE APPROPRIATE LEVEL OF USAGE				
Paragraph development (see COMPOSITION)				

STUDY OF LANGUAGE (CONT.)	1	2	3	Date
Identify, classify, and manipulate words and phrases				
Use correct word formations (contractions, acronyms, abbreviations, apostrophes, compounds, hyphenated/un-hyphenated, syllables, prefixes/suffixes)				
Transmit verbal/non-verbal messages				
Use figurative and descriptive language (personification, metaphor, simile, alliteration, and onomatopoeia)				
Generate appropriate communicating style				
LISTENING AND VIEWING	1	2	3	Date
Detect fallacies in logic				
Distinguish fact from opinion				
Write/revise notes				
Develop auditory/visual memory				
Recognize audio/visual techniques (purpose/effect/critique)				
Expand listening vocabulary				
LITERATURE AND READING	1	2	3	Date
Literal Comprehension: Determine denotations				
Meaning of unfamiliar words using roots, prefixes, suffixes				
Distinguish among literary types				
Trace Plot				
Identify significant details of setting and character				
Distinguish between imagination and informative statement of reality				
Interpretive Comprehension: Recognize setting as the logical environment which both creates and controls character				
Recognize sequence in plot				
Recognize process of characterization as a synthesis of detail and implication				

Recognize that characters are propelled to convincing behavior by motivation that is realistic and logical				
Recognize how diction contributes to style and purpose				
Comprehend the contribution of figurative language				
Recognize and examine the nature of conflict				
Recognize the influence of tone				
Identify theme				
Deal with unfamiliar words in context				
Recognize point of view and its effect				
Recognize purpose or purposes				
Recognize similarities, differences in presentation of similar subject matter and literary elements				
Applicative Comprehension: Respond critically to a literary work				
SPEAKING	1	2	3	Date
Read and interpret literature orally				
Continues to expand vocabulary				
State point of view and support				
Interject comment at proper times				

_____

Teacher

_____

Date